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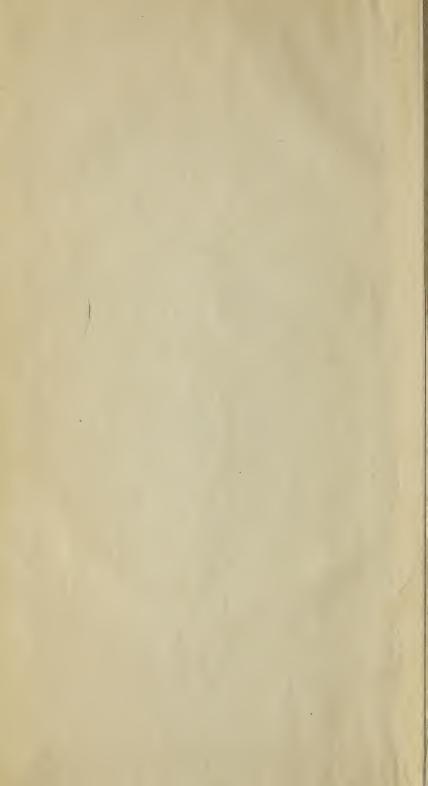
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1847-8 School Com-

# ANNUAL REPORT



# SCHOOL COMMITTEE

OF THE

# TOWN OF LAWRENCE,

1847--8.

HARDING & CO., PRINTERS,

LAWRENCE,

MDCCCXLVIII.

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#### FELLOW CITIZENS:

Your Committee to whom were entrusted the important interests of education in this town, during the last year, agreeably to a law of the Commonwealth, which provides that "they shall make a detailed report of the condition of the several public schools, designating peculiar improvements and defects in the methods or means of education, and stating such facts and suggestions in relation thereto, as, in their opinion, will best promote the interest and increase the usefulness of said schools," respectfully submit their

#### ANNUAL REPORT.

We need not, fellow citizens, multiply words to impress upon your minds a realizing sense of the intrinsic and inestimable worth of our free schools. Under a government like our own, in the administration of whose affairs, the *people* take an active part, and exert an influence for good or ill, constituting as they do, if intelligent, the bone and sinew of the body politic, the education of the mass becomes a question of momentous consequence.

Every intelligent citizen will admit, that as in the individual, so in the town or state, ignorance is the sure element of ruin. A free people must be an enlightened and well educated people—and an enlightened and well educated people must and will be free. Whilst ignorance often becomes the dupe and prey of the artful and designing, knowl-

edge is a safeguard and security against their wily machinations. Our only safety then, is in a general diffusion of knowledge among the masses, as the best and surest means of preserving inviolate our blood-bought institutions, and handing them down

unimpaired to future generations.

Let there be a perfect and harmonious development of the physical, intellectual, and moral faculties of the children, the men and women in miniature, soon to control the destinies of this mighty republic, and we need not fear for her future safety. You might as well attempt to confine Ætna, with bands of iron, as to subjugate such a people, it matters not whether it be to one or many despots. We must not, however, dwell on the value of popular education, as being intimately connected with the well-being of our common country. This work must be left to abler minds, and men of more enlarged views.

It is the duty of your Committee, at this time, to designate the improvements and defects in the methods or means of education, and suggest such facts as, in their opinion, will best promote the interests and increase the usefulness of our schools.

The first topic, then, to which we would call your attention, is the manifest change which has been effected in public sentiment for the few last years in reference to the location and construction of school-houses. Till very recently, but little interest has been felt in this subject. It did not seem to occur to the minds of our fathers, that it was of any consequence whatever, that the school-house, in which their children were to spend most of their time during the tender years of childhood and youth was located in the vicinity of damp swamps and pestilent fens, whose stagnant waters were ever and anon sending forth, on every breeze, poisonous ex-

halations impregnated with disease and death; so blind were they to the fatal consequences. But two considerations seemed to influence them in the location of their school-houses; centrality and the most rigid economy. These ends being obtained, all, that was either necessary or desirable, had, in their opinion, been accomplished. Poor economy that, which puts dollars and cents in our pockets, at the imminent risk of sending scores of our children and youth to a premature and untimely grave; or, what is infinitely worse, entailing upon them a lingering and living death.

In the location of those school-houses whose erection has come under our surpervision, the past year, we have not been indifferent to a central location. So far as has been in our power we have consulted the convenience of all. This, however, has been a consideration, which seemed to us, of minor importance, compared with the health and consequent happiness of our children and youth.

Nor did our fathers manifest more wisdom in the construction and arrangement of their schoolhouses, than in their location. A cursory survey of them could give us no other idea than this, that the more ill-constructed the building the better. We speak advisedly, when we say, that a more correct taste, greater convenience, and comfort were often manifested in the arrangement of the dog kennels and piggeries of the more wealthy farmers, than in the construction of the district school-house. A room twenty by sixteen feet, six feet in height, with high benches, and narrow seats so elevated, as to preclude the possibility of touching the floor with the feet, often became the abode of fifty or sixty children. This room was unventilated except by those accidental apertures often found in the unclapboarded sides of the house, which as frequently served for the introduction of snow and rain, as the ingress of fresh and pure air. These are sober facts; stern realities, to the palpable truth of which, the curved spines, deformed limbs, and ruined constitutions of many now living, bear unequivocal testimony. Is it any wonder, then, that the school-house became a dreaded and hated place? Is it a matter of surprise that the cause of education languished? The buoyant and free spirit of the young could not brook the idea of being cooped up in such a room for six long wearisome hours. And who can blame them, that they turned away with disgust, and sought happiness in places more congenial to their feelings. We congratulate them, that public sentiment is fast changing on this subject. The friends of education are beginning to feel that the life and health of the young are of the greatest importance; and that money expended to preserve them, is profitably invested. pains should be spared to render the scenery, in and around the school-house, attractive and agreeable. Children are creatures of feeling; possessed of strong prepossessions and prejudices; ceptible of the deepest emotions of pleasure, at beholding whatever is beautiful, and filled with disgust, at beholding whatever is ugly and repulsive. They emphatically live in a world of imagery. The ground around the school-house should be ample; well adorned with trees, and abundantly supplied with the means of recreation and pleasure. In the construction of our school-houses, which are only temporary, we have introduced all those modern improvements which our means would allow. hoped they may be found both convenient and agreeable.

It is proper, in this connection, to remind you, fellow citizens, that this town is, at this time dis-

graced with one of those public nuisances, in the shape of an ill-constructed school-house; emphatically a relic of barbarism. This nuisance has but two redeeming features about it—a healthy location

and agreeable scenery.

As great, however, as may have been the above mentioned evils, and however pernicious may have been their influence upon the cause of education, there are yet others, of far greater magnitude, having a more baneful influence to all permanent progress. These evils always have been, and must, from the nature of the case, ever continue to be, a very serious hindrance, so long as they are permitted to exist.

Of all others, improper parental influence has been the most pernicious. This may seem a rash and sweeping charge. We believe, however, facts, as well as the observation and experience of school committees, will abundantly sustain the truth of it. They may not, indeed, we are willing to admit, that most, if not all of these, do not intentionally occupy this position. They may not be conscious. of their short comings of duty, in this particular; but this does not alter the fact. The consequences, for this reason, are not less fatal. We think it can be clearly shown, that parental inconsideration, indifference, and want of co-operation, have done more, to hinder the progress and retard the improvement of schools than any, or all other causes put together.

All will admit, that children receive most, if not all, of their strongest and most abiding impressions, from their parents. If, then, the child beholds the parent indifferent to the welfare of the school, and perfectly careless as to the final results; should it be a matter of surprise, that he, sympathizing as he does, with the parent, in all his views and feelings,

should set a small value upon this privilege. This is a very natural and legitimate result; and may be as certainly expected as that effect will succeed cause.

The fact should not be disguised that parents, sometimes, have been serious hindrances, not only by standing aloof exhibiting an entire want of interest, but also, by manifesting open hostility to wholesome law, when obedience to that law must be enforced by the infliction of corporeal punishment.

However true it may be, that, in the methods and means of imparting instruction, there have been manifest improvements, it is nevertheless true, that in the government of children, we are far in the rear of our fathers. The appalling truth is becoming more and more apparent daily, that there has been a fearful declension in home discipline; the sad consequences of which, are beginning to be seen, not only in our schools, but also, in our courts of justice. Why is it, we would ask, that, in our criminal registers, the names of so many children and youth are found, charged with the commission of the vilest crimes? Their present condition had its origin in parental mismanagement. Why is it that there have been so many failures in the government of schools, for a few years past? The blame, we doubt not, should sometimes be charged upon the teacher, but, in most cases, the fault had its commencement at home. Deny it who will, the truth stands out in bold relief. Let but the history of these juvenile offenders be written, and in it you might read that parental fondness made them what they now are. Their present position was not taken at once, but gradually, step by step. They first learned to trample upon authority in the sanctuary of home; parental overfondness looked on with indifference, or suffered it to be done with impunity. This was the first step. They next violated the authority of school, the parent permitted it unrebuked, and, in some cases, with the smile of approbation. The last and legitimate step, was, to throw the reins upon their own necks and bid defiance to all law, human and divine. It becomes those, implicated either in originating or perpetuating these serious evils, to look at them candidly, and seek, with diligence, to

apply the proper remedy.

There are two habits, especially, more or less prevalent among children, which are very pernicious to the prosperity of schools, that we must not neglect to mention-tardiness and irregularity of attendance. The extent of these evils and their baneful influence on schools may not be apparent to the superficial observer. If any one, however, will take the trouble to investigate this matter, he will find that throughout the State, 25 per cent., or one fourth of all the money appropriated for the cause of popular education, is lost, nay, so far as the children are concerned, it is worse than lost, it is thrown away. How long, fellow citizens, shall these evils be permitted to exist? Neither the Committee nor the teacher, however vigilant they may be, can prevent them, without the co-operation of the parent. They have their origin in the parent, and to him we must look for a remedy. Could parents be made to realize that these evils have their foundation in them; could they be prevailed upon to see that their children are regular and punctual; could they be induced to visit their schools often, thereby showing that they are the objects of their sympathy and care; would they investigate the complaints of their children, before they prejudged their merits; then should we behold our efforts, for the promotion of

pupus.

education, crowned with unexampled success.

The habit of going over too much ground, in a given time, is a practice which too extensively prevails, and is productive of the most pernicious consequences; especially to those who are dealing with first principles. The chief points at which a child should aim, in his studies, is accuracy and thoroughness. It is not the number of pages or books even, which he may have simply read, in a careless and imperfect manner, that should decide his character as a reader, but the accuracy with which he reads. So in Arithmetic. It is not the number of sums selected from some familiar text-book, which the scholar can perform on the blackboard, that should determine his character as a mathematician; but the evidence he gives that he is familiar with the principles upon which the science of numbers is founded. The same will be found true of Geography and Grammar.

Children are not so familiar with first principles; they have not so thorough a knowledge of fundamental rules as very many parents suppose. Let them be required to give the why and wherefore, and but few, comparatively speaking, would be able to abide the trial. We do not make this declaration without the sanction of some observation and experience, in reference to the business of school teaching. This defect in children is, probably, in many cases, the fault of the parent; but, in most cases, it is undoubtedly, to be charged upon teachers, and, for the consequences, they should be held responsible. They are often too mechanical in their methods of communicating instruction; they rely too much on text books. This has, in our opinion, been a serious hindrance to their success; and will prove fatal to the progress of school, so long as it is persisted in, by either teachers or pupils.

Uniformity of books to be used in school, is a consideration of more importance than many imagine. A want of it, has always been attended with inconvenience to the teacher, in the arrangement and classification of his school, as well as a great obstacle to the advancement of the scholars in their studies. To obviate this difficulty, your committee, in the commencement, selected from the most approved works a list of school books, which are best adapted, in their opinion, to the present wants of our children. It is hoped that they may be found of a character so unexceptionable as to render a change unnecessary for a long time, as the frequent change of books is the occasion of serious complaint, and often, it must be admitted, a source of great expense and inconvenience to parents.

It is proper, in this connection, to speak of the

general character of our own schools.

Truth compels us to admit that they are very far from being what we could desire they were; yet, taking into account the many obstacles with which we have had to struggle the past year, we hesitate not to say, that our school will, in no wise, suffer, in comparison with schools of a similar character,

throughout the State.

Those evils, which generally prevail in public schools, are to a greater or less extent found to exist in our schools; among which may be mentioned tardiness, irregularity of attendance, and want of parental co-operation, as the most prominent. Much has been said to arouse the public mind, to a consideration of these evils, as well as to portray their pernicious influence upon the general prosperity, and steady advancement of the cause of education. But, judging from the Report of the Board of Education, we should think that an almost universal apathy prevails throughout the

Commonwealth. We wish it were not so prevalent among us. Could parents be induced to investigate this matter, we are confident it would not long continue to exist. It is an appalling truth, and one which should startle every reflecting mind, from its guilty slumbers, that recent statistics show that the loss, by tardiness and non-attendance of those who ought to be enjoying the blessings of our free schools, is much greater than the most observant have supposed it was. The average loss throughout the state, will not be far from 40 per cent.. last year's appropriation, for educational purposes, was \$2,000; \$800 of which has been lost, if these statistics are correct. A little extra effort on the part of parents might have prevented this. A cordial co-operation with the teacher would have entirely remedied these evils. Does it not behoove us, fellow citizens, to candidly consider this matter and speedily apply the proper remedy.

In the selection of teachers, we have endeavored to procure such, as have had not only the requisite literary qualifications, indispensable to a successful instructor of youth, but also, an aptness to teach, as well as the ability to govern. It is hardly to be expected that we should succeed, in all cases, in obtaining individuals with all these qualifications. In some there has been a deficiency as to the government. Yet it is due to them all, to say, that, in our official intercourse with them, we have witnessed such a degree of faithfulness and energy as to commend them to the kind consideration of those whose children have been under their care.

You will soon be called upon to make an appropriation for the cause of education, in this town, for the ensuing year. Although the sum expended the last year, was sufficient to meet the wants of the community; yet the rapid increase of our popula-

tion admonishes us that the amount raised for edcational purposes should be correspondently increased.

The Reports which follow, furnish information respecting the condition of each school in town

Tower Hill School. This School has been taught during the Summer term, by an experienced teacher. The house is small and consequently often too crowded. Irregularity of attendance and tardiness have been of common occurrence; especially among the Irish children. Those who have been regular and punctual gave evidence of commendable improvement; and the thoroughness, manifested in the recitations, at the closing examination, reflected much credit, both upon the teacher and scholars.

During the Winter term, the School has been under the care of another teacher, who, though young, has fully sustained its former reputation. In our monthly visitations, we have uniformly found

it studious and orderly.

Hampshire Street School. Our expectations of this School were not fully realized during the Summer term. The ill health of the teacher and sickness among the scholars, had an unfavorable influence upon the School. A want of co-operation on the part of some parents, and, in a few instances, an unwarrantable interference with the discipline of the teacher, often paralyzed his efforts. At his own request, his place was filled by Mr. Josiah Phillips, under whose supervision, the School has considerably improved. The time and energy of the teacher have been devoted to his pupils, by which, a commendable zeal has been awakened in their minds. They will do well to remember that, although they have done well already, yet they have much labor to perform, before they shall have

attained to that eminence, to which it is their priv-

ilege to aspire.

Haverhill Street School. Children between the ages of four and eight have attended this School. During the past year they have been under the tuition of an efficient teacher, who, with an energy peculiar to herself, has inspired the minds of her pupils with a commendable zeal; and the legitimate result has followed—satisfactory improvement.

Jackson Street School. [Lower Room.] This School has been under the care of a faithful teacher. The order has been excellent, and the progress of the scholars good. More strength of voice on their part is desirable in this school, for however well their lessons may be recited, unless they can be heard it is impossible to judge of their accuracy.

Upper Room. The children attending this School are quite young and many of them backward. The teacher has been unwearied in her efforts and as successful as could be expected, under present circumstances. Whilst children are suffered to be so irregular in their attendance but little proficiency will be manifest. Those who have been regular have made good improvement.

Prospect Street School. The reputation of this School, has not in years past, for some reason or other, been such as it should have been. But the efficiency and energy of the teacher, seconded by parental co-operation, and praiseworthy effort on the part of the scholars, have effected a manifest change. The closing examination gave evidence that the children had been familiar with first principles, and reflected the highest credit both upon themselves and teacher. The lessons were generally recited with accuracy.

The School during the Winter has been taught by another teacher who is undoubtedly well qualified to instruct in all those branches usually taught in common schools. Her success has not been as great as it would have been had there been more

order among the smaller children.

Schools on the Andover Side. (Lower Room.) This School was taught, during the Summer term, by a teacher of experience. Tardiness and irregularity of attendance prevailed to a greater extent than in any other School in town. This is true especially of the Irish children. Yet, in spite of these serious obstacles, many of the children did themselves honor. The order was not such as we desired.

A male teacher has had charge of the school during the Winter term. Of the School under his his care we cannot speak in too high praise. An entire and radical change has taken place in the order, the result of his own efforts. This change has been effected in most cases by mild means, by which the love and respect of the children has been secured. The lessons are recited in a manner which affords the most decisive evidence that the teacher has a perfect knowledge of his business. We hope the children may long enjoy his instructions. Tardiness still prevails in this school and paralyzes the efforts of the teacher.

Upper Room. This School has been large and the children irregular in their attendance. During the Summer term it was constantly changing. Although the teacher was faithful and did all she could, but little progress was manifest at the close of the School. The government was mild but firm, and good order at all times prevailed. Another teacher was employed for the Winter term. The attendance has been more regular and we are therefore able to speak of greater improvement. The School

has been well governed.

In closing our Report, we conjure you, fellow citizens, to look well to the cause of popular education, and assiduously guard all its interests. We have endeavared to speak of the most prominent evils which are greatly diminishing the usefulness of our Public Schools. Let us candidly investigate this matter, and, if in so doing, we find ourselves implicated in their existence and continuance, let us instantly seek their removal. Then shall unexampled prosperity attend all our efforts for the promotion of the cause of education and, our most sanguine hopes be realized in reference to the future usefulness and a consequent happiness of the young.

All which is respectfully submitted.

JAMES D. HERRICK, School
DAN WEED,
WM. D. LAMB, School
Committee
of Lawrence.



# ANNUAL REPORT,

OF THE

# SCHOOL COMMITTEE,



# TOWN OF LAWRENCE,

1848-9.

LAWRENCE: HAYES, PRINTER, COURIER OFFICE, 1849. m = 2 " com

# REPORT.

The economical expenditure of a liberal provision for the thorough education of its youth, is the truly wise policy for a state or community. No distinction between the rich and the poor, the well and the meanly clad and fed, is to be recognized, but every child is to be regarded as alike needing instruction. Our common school system, dating its commencement in *Massachusetts*, in 1647,—aims at effecting this desirable end.

It is an important question, which may be variously answered, how can this system be rendered most efficient in securing the greatest good to the greatest number, in giving to each child its "share in the great heritage of knowledge and thought?" Your Committee have answered it by

adopting the following as

### The System of Schools.

The Statute considers a child of four years of age, admissible to the public Schools. Let those of this early age, be collected in primary Schools, to be scattered over the territory of the town, and made of as easy access, as is possible, to these infant aspirants after knowledge. In these, they may together acquire the alphabet of science. When able to read sentences, and when they have been initiated into the simplest mysteries of numbers, which will ordinarily be at the age of seven, let them be transferred to a School of a higher degree, where, with others of like advancement, they may progress in reading, mental Arithmetic, and acquire some of the rudiments of Geography. At the age of ten, a child

of common abilities, if it has been regular at school, will be capable of reading tolerably well; will have mastered the fundamental rules of Arithmetic, and have acquired a general geographical knowledge of his own and other countries, and the foundation principles of Grammar. He is now ready to pass into a school of a higher grade, or the Grammar School, where, under the supervision of a competent master assisted by female teachers, he will acquaint himself more extensively with Grammar, Geography, Arithmetic, Reading, and give attention to Penmanship, Human Anatomy and Physiology, History, Algebra, &c. In this School, classed with others of the same qualifications and in the same studies. subject to a healthy emulation, many will finish their term of study, and go forth qualified for the various vocations of life. Many of our youth, anxious to release their parents from the burden of their support, will be induced, after they have enjoyed for a season the advantages of the Grammar School, to engage in some employment, in which they can provide for themselves and be acquiring a knowledge of some industrial pursuit. But if desirous of advancing farther, and in addition to the branches taught in the Grammar Schools, they would learn something of Natural Philosophy, Geometry, Ancient Geography, Book-keeping, Composition, or pursue a course of classical study preparatory for College - an opportunity is afforded in the "High School"—the highest of the series. Well endowed by the liberality of one of our citizens, with an illustrative Apparatus, and furnished with a competent Teacher, the High School is intended to thoroughly qualify our young men for any of the common callings of life, and our young women for teaching, or the responsible duties belonging to their sex.

This then is the system we have adopted, as most likely to effect the end had in view in our educational provisions. The primary School is introductory to the Middle — the Middle to the Grammar—the Grammar to the High—and the High to College or the active business of life. In the opinion of your Committee we could not dispense with one of the series. On account of the inconvenient location of the school houses and the utter impossibility of obtaining rooms suitable for the purpose, we have not been able to reduce the system to perfectly regular action. We have done all that was in our power, and have now in operation 3 Primary, 2

Primary and Middle united, 3 Middle, 2 Grammar, one on each side of the River, and one High School: in all 11 Schools, employing 3 Masters and 12 Female Teachers and Assistants.

#### Condition of Schools.

We consider, that our Schools deserve to be reported as in a good condition. We visit them with satisfaction, and are always happy to introduce our own citizens and strangers, that they may learn for themselves, their true character. Without naming particular schools, your Committee express it, as their individual and united opinion, that our corps of Teachers possess the necessary fitness of mind and qualifications for their high and truly responsible office, and that in the performance of their duties, they manifest a vigilant and conscientious endeavor to develop and train the mental powers of their pupils, and to communicate to them the knowledge they are capable of receiving. The modes of instruction and government, adopted by our present teachers, receive, with but few exceptions, our cordial approval. The opportunity of learning what our schools are, by personal inspection, is the privilege of every citizen. We wish the opportunity was more frequently improved, as we are not only willing but desirous, that our schools should speak for themselves, in the spirit of order and study that pervades them, and in the evidence they give that our Teachers are Teachers, and not merely School keepers.

#### School Houses.

In no particular have the labors of the Committee been more arduous and perplexing, than in relation to School Houses and Furniture. In no particular have the novel circumstances in which our community is placed, operated to greater disadvantage. To provide comfortably and conveniently for hundreds of children, where all their accommodations are to be created anew, is by no means to be accomplished without great cost; both of labor and of money.

Our predecessors, the first School Committee of the town, met the emergency in which they found themselves, with promptness and resolution. But they were pressed by immediate needs too urgently to be able to consult, to any great extent, the permanent interest of the town. They were compelled to furnish School Houses of some description without delay. And the impossibility of deciding, in what quarter the weight of the population would ultimately distribute itself, would have forced them upon temporary expedients, had every thing else conspired to make permanent provisions advisable.

They erected the School House on the South side, with a view to the future; and it will answer its purpose for an indefinite period. On this side of the river, we were put in possession of the Prospect Street, the Jackson Street, and the Haverhill Street School Houses, as the property of the town; and of the Hampshire Street House, as the property of the Essex Company, rented by the town.

Meanwhile the population had so increased, that more than 800 children were enrolled on the lists of the schools; and the accommodations above enumerated, it will readily be seen, were utterly insufficient.

We therefore early communicated with the Finance Committee, that had been appointed by the town, setting forth two points; first, the absolute necessity of added room for at least, 400 children; and secondly, the obligation of the town, by statute, to provide a High School. That Committee reported in favor of an appropriation of \$12,500, for the erection of an edifice, of the capacity demanded, such as should be an honor and an ornament to the town.

The unanimity with which this appropriation and such other appropriations as were asked for to meet current expenditures, were made by our fellow citizens, satisfied us that we were to serve a community who had a full appreciation of the benefits of good Schools; and we have gone forward therefore, with cheerful resolution, confident of hearty support in all the difficulties and demands of our position.

The first point, after adopting the system of instruction already explained, was to provide for the Grammar School; which required at least, 150 sittings. To this use we

appropriated the Jackson Street House; to adapt it to the needs of that School, it required additions and alterations to the amount of \$150.

In this sum, the cost of the chairs is not included. For, desiring to exercise a judicious economy and having in view the erection of the new House, we provided chairs for the Jackson Street House, of a permanent character, which have been transferred to the new House; and their cost is included in the bill of furniture for that house.

After thus disposing of the Grammar School, it was found extremely difficult to make provision for all the others.—But we finally succeeded in hiring the Free Will Baptist Meeting House, Mr. Ward's School House, and the upper room of the Garden Street Engine House. In the Meeting House, two Middle Schools were established; a Middle School was assigned to Mr. Ward's House, a Primary to the Engine House, and Primaries, severally, to the Haverhill Street and Hampshire Street Houses. Meanwhile, in accordance with a special vote of the town, a school was established beyond the Spicket, near the Turnpike, which was continued as long as circumstances rendered it possible.

Almost all these houses required new Furniture which has been provided with careful regard both to the comfort and convenience of the children, and the permanent interest of the town. Within a few weeks we have been put in possession of the Oliver School House; and, specimen as it is, in its design and finish, of the highest attainments in School House Architecture, enabling us to establish the schools assigned to it, under the most favorable auspices for their progress, we have devoted it to its purposes, with satisfaction and pride. We are confident that its facilities and character can hardly be surpassed. Of its general cost, it is not our duty to speak. But of its furniture, as coming within our supervision, it may be proper to say a few words.

We were governed in making our contract, in this respect, by a desire to combine, as perfectly as possible, fitness, beauty and durability, with due economy. In these qualities, the desks and chairs manufactured by Mr. James Kimball of Salem, are not surpassed in reputation. With these, the Grammar, High and Middle Schools in the building, have

been supplied. The chairs in the Primary room, were furnished by Mr. W. G. Shattuck, of Boston. They are such as are in use in the schools of like character, in that city; and answer our highest expectations, in all respects. The whole expense, including teachers' tables and chairs, moveable blackboards and cases for the High School Apparatus, amounts to \$1500, for which a special appropriation is asked, at the annual meeting.

In addition to the expenditures, above enumerated, we have been forced to incur expense for repairs of various descriptions. But when the temporary character of the most of our School Houses, and the obstacles we have been called to encounter, are taken into view, we are satisfied that we shall have credit for that economy, which consistently with duty, we have always endeavored to exercise.

It is with much hesitation and uncertainty that we submit our estimates for School Houses and Furniture for the year before us. Just as fast as new facilities have been provided, they have been seized upon and appropriated to repletion. We build a School House, and lo! children swarm into it in amazing numbers. When the Oliver House was designed, it was imagined that the sittings in the Grammar School room, 186 in number, would suffice for several years. It is no sooner occupied, than it is entirely full. The list numbers more than 200. Sittings are demanded at this very moment, for at least twenty who have never yet been in the School.

The Middle and Primary rooms were arranged to accommodate, severally, 60; the largest number that one teacher can properly take care of with success; and districts were assigned to them, such, it was supposed, as would supply no more than that number. But already the Primary room, in good weather, has an actual attendance of about 70; the Middle room more than that number.

It is not desirable to fill the High School, at once, to its capacity. A fixed standard of attainment, requisite for admission, must be maintained. But even with allowance for vacancies in that school, the Summer term will open, to a certainty, with more applications for sittings than the House is or can be provided with; and this in the case of the Middle and Primary Schools, from a very limited district of territory.

It is difficult, therefore, to advise in regard to the future. It is rendered perfectly clear, that ere long there will be an imperative demand for another Grammar School:

Again, one or two of our present School Houses are really unfit for use. They are poorly built, unventilated, cold and comfortless. They were never meant to serve anything more than a temporary purpose.

In the third place, it is plain, that more than one thousand children must be provided for during the coming year.—There are 900 already on our lists. Deduct 380 as the quota of the Oliver House, the number of its sittings, allow 150 to the House on the South Side, and 40 to the Prospect Street House, and there will remain upwards of 400, for whose accommodation we have only the Jackson Street, and Haverhill Street Houses, belonging to the town, and the Hampshire Street House, rented of the Essex Company. These are now all overrun with scholars.

In the fourth place, the position of our present School Rooms does not accommodate all the town. While it is desirable, and forms a part of our system, to concentrate all the scholars over ten years of age, the public convenience requires that the Middle and Primary Schools should be widely distributed. But the most of our Houses are on or near Haverhill Street. The inhabitants on Tower Hill and on the Turnpike, have no School for small children within a convenient distance. And of this defect, frequent and earnest complaints have been made.

Our successors, therefore, will be pressed upon by difficulties as imperative and perplexing, as existed at the opening of our duties. But we are aware that the circumstances of the town make its pecuniary burdens peculiarly onerous; and we are disinclined to recommend any action beyond what is absolutely inevitable.

We will assume, therefore, that for the present, all applicants, can, by some device, be accommodated in the Grammar Schools.

We will take into our calculation the present Houses belonging to the town, notwithstanding their defects of construction and inconvenience of position.

And we shall then have, at least, two hundred and fifty, for whom we shall have no accommodation whatever.

We accordingly recommend the erection of the following Houses; as involving the least possible expenditure consistent with the needs of the town.

1. A permanent house to be located at the corner of Amesbury and Lowell Streets; to be built of wood, in a neat and substantial manner, with accommodations for a Middle and a Primary School. This can be built, we think, for \$1,800.

2. A permanent House to be erected on Haverhill Street, not far from the crossing of the Manchester Rail Road.—This would accommodate Tower Hill, the lower end of the Turnpike and the western extremes of Oak and Haverhill Streets, cost \$700.

The land for these Houses, we have been advised, can be obtained by the town on the same terms as that secured for the Engine Houses; on a lease for a term of years, with the right to purchase at its expiration. The School House on the south side and the Prospect House require some furniture and repairs, to make them what they should be. And for the several purposes above enumerated, repairs and construction inclusive, we ask an appropriation of \$2,800.

#### Expenditures on Account of Schools.

These are given under their proper head, in the account appended to this Report. The Law requires the Committee "to provide all things necessary for the comfort of the Scholars," and they have endeavored to make that provision upon the principles of justifiable economy. The question continually before them has been, what do the absolute necessities of the case demand? and it has been a subject of serious difficulty to answer it to their own satisfaction and in fulfilment of the requirements of the Law. In a town like ours, whose school population may greatly increase every six months and rightfully demand to be cared for in our educational provisions, it is impossible to make a perfectly accurate estimate of School Expenditures at the opening of each year. The necessity of providing accommodation for the continual increase of school children has compelled the Committee to engage additional Teachers, to hire rooms at

large rents, and to supply them with furniture; tho' in doing it, they have come short of the Statute, which obliges the School Committee to furnish a Teacher for every 50 scholars, unless excused therefrom by a vote of the Town.

In determining the salaries of Teachers the Committee have adopted a principle, universally recognized in the common business of life, viz: that the compensation offered will secure a corresponding Machinist, or Mechanic, or Laborer. Low wages will bring applicants enough, but of a corresponponding low class. Raise the compensation offered and the character of the applicants will become proportionately elevated. Your Committee, believing the Prussian maxim to be true "As is the Teacher, so is the School," and desirous of having Schools of the first class, fixed the salary of our Female Teachers, at a point, which made it an object for the thoroughly qualified and experienced to apply for the situation. From about 40 who have appeared before us for examination, those now in our employ have been selected. The result has satisfied us of the propriety and wisdom of our course.

## Estimates for the Coming Year.

These are also annexed to this Report. Of the amount recommended for School Houses, nothing further need be advanced. But we must say something in reference to the estimated salaries of Teachers. The time has come, when Teachers of proper character and qualifications for a High or Grammar School, will command what were once considered very liberal salaries. If we are to have such Teachers, we must pay them "the market price" - we must offer a compensation according to their estimated value in other places. If a Teacher fully competent to instruct a High School can procure a salary of \$1,000, in other towns, it is folly for us to think, that we can obtain one for \$700 or \$800; and so with the Principal of a Grammar School. If Lowell gives \$700, Salem from 7 to \$900, Roxbury and Cambridge from 10 to \$1500, can we hope to secure one, for one half or two thirds of that sum? We are to consider, that as the public mind is awakened upon the subject of popular education, much more is now required of Teachers

than in past years — and that with increased qualifications, it is no more than just, that there should be increased com-Our community surely needs as ably conducted pensation. and as efficiently taught schools, as any town or city in Massachusetts, and we can have them, if there be with us, the same disposition, that exists elsewhere, to compensate the Teacher liberally for his services. When the Committee decided upon \$800, as the salary of the High School Teacher, they felt constrained to say to the several gentlemen who inquired respecting the situation; "The compenpensation allowed in other places we know to be more than this, but on account of the present situation of the town, burdened with its necessarily large expenditures, we should not feel justified in offering a larger sum. Let the office be properly filled, and we have no question, that ere long, compensation will be brought up to the common standard." It is so in our Grammar Schools. They have now attained such an advanced position - that the compensation offered must be about what it is in other places, or we shall be unable to secure those as Principals, who are properly qualified for the office. Wisdom acquired from the experience of other towns, teaches us to continue as we have begun. Let there be for the future, as there has been thus far in our brief history, a prudently liberal investment of the public money, in the great work of universal education, assured, as all must be, that no better nor more profitable investment can be made; for no other yields such perpetual and large dividends.

We would close our Report by stating that we have done what we could, towards placing our Schools upon a respectable and properly elevated footing. It has cost us much time, anxiety, and labor. The Committee, since their organization, March 13, 1848, have held 44 meetings, which have averaged not less than  $2\frac{1}{2}$  hours—have had five examinations of candidates for places, as Teachers, in which 44 applicants appeared before them—from whom, the 15 now in service were elected.

There have been, in addition, numberless consultations and individual Sub-Committee labors—besides the visitation and constant supervision of the Schools, and the numerous calls in private, of teachers, parents and pupils, seeking direction and explanation under the emergencies, which the nec-

essarily imperfect provision for the Schools has brought upon all interested in them. This large amount of time and labor has been cheerfully expended in a cause, which should deeply interest all, who have at heart the well being of this community.

All which is respectfully submitted

GEO. PACKARD,
L. WHITING,
H. F. HARRINGTON,
N. W. HARMON,
J. D. HERRICK,

# APPENDIX.

### Expenditures and Estimates the Past Year.

The Committee Report the following, as the Expenditures on account of the Public Schools—made up from bills rendered to Feb. 22, 1849, and an estimate of the probable expense for the balance of the year, in those items which cannot be certainly known.

Salaries of Masters of Grammar	
Schools, 1000,00.	
12 Female Teachers, some	
having been employed only	
a portion of the year,2381,25.	
Salary of High School Teacher, 184,62.	
Salary of Female Teacher,	
"over the Spicket," as au-	
thorized by special vote and	
appropriation, 92,09.	
	3,657,96.
Fuel, already furnished, 210,25.	0,00.,00.
For balance of year, estimated, 40,00.	
For balance of year, estimated, 40,00.	050.05
D : 4 C 1 1 TT	250,25.
Repairs of School Houses and	
constructing necessary out	
buildings,	354,87.
Furniture to said Houses —	,
Stoves, etc,	129,86.
Rent and care of School	220,000
Houses — bills rendered, 131,75.	
For balance of year estimated, 100,00.	004 88
	231,75.

Rent of House for School	
over the Spicket,	25,00.
Furniture, etc., for same, from	,
special appropriation,	9,05.
	<del></del> 34,05.
Printing during the year,	25,75:
Incidental expenses of Com-	
	14,44.
Incidental expenses estimated	
for balance of year,	15,00.
-	29,44
	\$4,713,93.

# Estimates for the Coming Year.

The Committee would Report the following, as the estimate of Expenditures necessary for the coming year.

For Salaries, of Master of High	
School, 800	0,00.
Teachers in Grammar School,	
including Assistants, 1,97	5,00.
12 Female Teachers in Mid-	
dle and Primary, 2,47	5,00.
	5,250,00.
For new School Houses, as	, ,
recommended in their Re-	
port.—House on Lowell st., 1,800	0,00.
House on Haverhill Street,	
	0,00.
-	2,500,00.
For Fuel, 350	0,00.
	0,00.
	5,00.
	675,00.
Deduct the amount for buil-	· ·
ding new Houses, 2500,	
and there is left a balance	
for the current expenses,	\$5925,00.
* '	

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1849-50, School Nom-

THIRD

## ANNUAL REPORT

OF THE

# SCHOOL COMMITTEE



# TOWN OF LAWRENCE,

FOR THE YEAR 1849-50.

LAWRENCE: HAYES, PRINTER, COURIER OFFICE. 1850.

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## REPORT.

THE SCHOOL COMMITTEE hereby respectfully submit to the Town their Third Annual Report.

#### SYSTEM OF SCHOOLS.

We do so, confident that the system we have adopted for the Schools, and their internal condition, will prove that we have not been unmindful of the peculiar responsibility of our position and duties. With a praiseworthy appreciation of the influence of Public Schools over the morals and liberties of our country, and manifesting a resolution to shrink from no sacrifices whatever, that may be necessary to secure for their children the means of education, our townsmen have practically said to us: "To you we entrust it, in this new community, to prepare and put in operation, a school system, as perfect as the results of the wisdom and experience of past generations all around you will enable you to devise. The field is open before you. Our means are at your disposal. We hamper you by no restrictions. Help us, according to your best ability, to do our children justice."

It is rarely the case, that such an opportunity occurs to shape and combine at will, the elements of a fundamental social institution. It as rarely happens, that the temper of the community in which such an opportunity exists, is so

in harmony with its circumstances, as to open wide the highway to a practical demonstration of all their possibilities. And impressed and invigorated by the concurrence in this Town of these unusual facilities, we have endeavored to be true to our obligations. We have not shrunk from toil corresponding with responsibility. While we have endeavored to provide as adequately as possible, for the emergencies incident to the infancy and rapid growth of the Town, we have all along been digesting and putting into operation a system, that links together, in one harmonious whole, the various Schools, and we believe, will enable future committees to labor in the cause with directness of aim and certainty of results; and our children to obtain from your annual appropriations the largest benefit they will be capable of conferring. All the orders of Schools known to our laws are in successful operation among us; and, although sufficient time has not yet elapsed to test practically, to their full extent, all the measures we have adopted, every day is approving them more and more to our judgments. And we have arrived at a point in progress, where we are able to give our fellow-citizens a definite idea of the system we have established. For this purpose, we refer them to the Code of Regulations annexed to this Report.

#### GROWTH OF THE TOWN.

Our course has been much perplexed, and our efforts retarded, by the growth of our community—that has been so rapid, as to set at naught the calculations of the maturest judgments. Three years ago, there were in the Town, from six hundred to seven hundred children between four and sixteen years of age. A year after, there were nearly eleven hundred, and at this time they will not fall far short of fifteen hundred. No sooner has a new School been established, than it is running over, and another is called for. On

the third day of May, 1847, the then existing School Committee-the first chosen in the Town-voted to establish six Schools, and to employ six Teachers. Now we have in full operation, fifteen Schools employing twenty-one Teachers. When the Oliver School House was planned, no idea of a Grammar School was associated with the premises. was supposed that the Jackson Street House would accommodate the Grammar School on this side of the river, for an indefinite period. But before the walls were up, it was found necessary entirely to alter the plan; and the Grammar School was placed in its upper story with accommodations for one hundred and eighty-four Scholars. Those accommodations have long been insufficient. We have been compelled to hold back many in the Middle Schools, amply prepared for admission to the Grammar School, and there has been at the same time, through this present Winter Term, an excess of thirty Scholars in attendance, above the number of seats. It will at once be seen, that to keep pace with this constant demand for increased accommodations, has required much thought and attention, and a corresponding increase of expenditure.

#### HONORABLE COMPARATIVE STANDING OF THE TOWN.

And if the high-toned, self-sacrificing spirit, already commented on, had not characterized the Town, we should long ago have been brought to a stand-still; all that we had accomplished and hoped to accomplish, arrested midway by insurmountable obstructions. Nor would such a result have been in any respect discreditable. This Town is made up in good part, of young families, possessing but little property, who have come in here to better their condition. And it would have been more than pardonable had they failed to realize and meet the extraordinary emergencies of the community. But our pathway has been made comparative-

ly smooth, and our anxieties and labors have been compensated for, by the resolute spirit and support of the Town. In March, 1847, at the first annual meeting after its incorporation, the Town appropriated \$2,000 for the support of its Schools; that is, for salaries and fuel alone. The next year \$3,750 were expended for the same objects. The last Spring more than \$6,000 were appropriated; and thus the Town has kept up, step by step, with its needs. It at once took a place above every Town on which it borders, in comparative rank, for support of Schools, and, in fact, for the first two years of its corporate existence, stood fifty-fifth among the three hundred and thirteen Towns of the State, and fourth in the County. At the present time, unless there has been a universal advance of the standard, its expenditures have placed it as high as the thirty-second in the State, and second in the County; Salem, only, of the County, being in advance of it. Now, when we take into consideration that the Town, in addition to the support of its Schools, has had to build, or otherwise procure, every one of its School Houses, with a single exception, within the three years of its existence; and that it has devoted to this purpose about \$30,000, we hazard nothing in saying, that according to every just rule of comparison, Lawrence stands unsurpassed in the State, for the encouragement of Schools, and is a striking model of emulation. Boston, with the \$10 65, which it appropriated, in 1848, to each child between four and fifteen years of age, taking into view its hoary institutions and enormous property, the accumulations of centuries, is not to be compared to this new Town, with its expenditure, in the same year, for each child, of \$3 44, with its infant institutions and its limited means.

We have said thus much of the conduct of the Town, in a spirit of laudable pride; and of confidence, also, that through the years of the future, upon whatever else the hand of retrenchment may fall, there will never be an exercise amongst us, of the mistaken economy, that would lower the character, and abridge the efficiency of the Schools.

#### SELECTION OF TEACHERS.

Passing to the condition of the Schools, we are happy to say that, as a whole, they are in a highly successful and prosperous state. The Reports of the sub-committees of the several Schools will be found annexed, and to them we refer for details. We take occasion to remark here, that whatever efficiency is manifested by the Schools, is to be attributed in a great measure to the care we have exercised in the selection of teachers. The pay of our female teachers, who constitute the great majority of those in our service, was early fixed at a point, that, although by no means a guage of the real value of such service, is, at least, so far above the average remuneration for it, as to make a place in the corps of Lawrence teachers an object of widespread emulation. And while we have not felt justified, in view of the peculiar circumstances of the Town, in placing the pay of our male teachers on a par with that which faithful service of a similar kind receives in our cities and larger towns, still the prospects of the future are such, that gentlemen of the highest talent have not hesitated to cast their lot in with the hopes of the place, and "bide their time." Consequently we have never been without many applicants for appointments; and with a profound conviction, that "as is the teacher so is the School," and that indifference and negligence in this regard would be dereliction of the most unpardonable character, not only have we never given a certificate to a teacher, without a careful examination of his or her capacity and attainments, but we have not scrupled, when we have found ourselves, on trial, to have been mistaken in our decision, instantly to discharge the delinquent from our service. Painful as such a course may be supposed to be, still we have realized, that no feelings of delicacy or sympathy ought for a moment to influence our conduct. The result is, that, holding the profession of a Teacher in the highest regard, considering it second to none other in respectability, we are proud to commend the Lawrence Teachers to our citizens, as a body of persons who adorn their calling. And we do most ardently trust, that such caution and resolution may ever be exercised by our successors in office, that to hail from a Lawrence School, with a certificate of approbation from the committee, may be regarded, not as an idle formality or a proof of culpable weakness, but as a high credential of ability and success.

#### SCHOOL LIBRARIES.

We deem it our duty to advert for a few moments to the subject of Libraries for the use of the Schools. The importance of such Libraries, well selected, and regulated, cannot be over-estimated. The advantage accruing from them is not confined to the Scholars who make use of them, but the books go into the families to which the Scholars who borrow them, respectively belong, and tend to impart knowledge, elevate character, and cultivate a taste for reading among all their members. Satisfied of the good to be accomplished by this means, and desirous of stimulating the towns to make appropriations for them, the legislature, from time to time, has passed laws, granting liberal bounties to such towns or districts, as should raise and appropriate money for this purpose; and, on the seventh March, 1843, it was resolved, as follows:

"Any town or city in the Commonwealth, whose territory is not legally divided into districts, or producing evidence to the Treasurer, that it has raised and appropriated
for School Libraries, as many times \$15, as the number
sixty is contained, exclusive of fractions, in the number of

"to such town or city, is entitled to receive from said Trea"surer, to be expended for the same purpose, as many times
"\$15, as the number sixty is contained in the number of its
"children between the above-mentioned ages."

That is to say, taking sixty as the average number of Scholars in the several Schools of a town, if the town will appropriate \$15,00 to each School for the purpose of establishing a Library therefor, the State will double the money.

We are not disposed, in view of the great expense of our Schools, unduly to press this subject. But we venture to recommend as a nucleus of further action, and as a beginning of great good, an appropriation of \$100 for this purpose. Adding a like sum, to which we shall then be entitled from the State, the amount will be sufficient, with a judicious outlay, to accomplish much.

#### INTERFERENCE WITH TEACHERS.

During the Winter there have been two instances of interference with Teachers, while engaged in punishing refractory Scholars. In one of these cases, a young man entered a School House, and violently took his nephew from the hands of his Teacher; in the other case, a mother, highly excited by false representations, used very improper language to a Teacher in presence of her School, and took her child away in a boisterous manner. In neither of these instances, as far as the committee could ascertain on close investigation, was excessive punishment inflicted, but quite the contrary. Such assaults upon Teachers and interruptions of Schools are of the most disorganizing and dangerous tendency, and cannot be permitted. In the case of the young man above spoken of, we were unanimons in bringing him to justice for his offence; and the law would surely have been applied in the other case also, had not the offender been a woman. We feel assured that the Town will sustain us in the course we have pursued, to the last degree. When the authority of a Teacher is set at naught with impunity, it is at once despised, and her usefulness is at an end. The committee surely may be trusted to rectify any abuses that may exist, and reprove any Teacher that may be in fault. At any rate, interference with a Teacher when engaged in duty is injurious and illegal; and we respectfully insist, that our authority shall not be ignored, and the discipline of the Schools put in peril, by the violence of unauthorized persons, whoever they may be.

#### ABSENCE AND TARDINESS.

Massachusetts still lacks the key-stone of the arch of her School system; and that is, power entrusted somewhere, to enforce the constant attendance at School of those children who now wholly or in good part neglect the means of instruction. One of the most painful sights that greets our eyes, in our daily walks, is to see groups of idle, profane children, without culture or control, growing up to become the pests of Society. There is a large class of such as these—chiefly children of foreigners—who are under no government at home, and scoff at warning and advice from any other quarter.

The increasing number of such incipient rogues and vagabonds in our larger cities, constitutes such a frightful evil, that the lovers of good order and moral progress are now earnestly enquiring, "What is to be done to stay it?" In an even ratio with our own growth in population, we must look for an increase of this class of persons, unless some remedial steps should be taken by the Legislature. We look forward with solicitude to some decisive action on the subject.

But there is more to be said. There are other classes of

children to be taken in o view. There are those who are enrolled on the lists of the Schools, yet who are irregular in their attendance. While, indeed, there are very few in any of our Schools, who are not occasionally absent, there are many who are only occasionally present. The difference to be found, in the special Reports on the Schools, between the whole number on the rolls and the average attendance, betrays a lamentable degree of indifference and neglect on the part of many of our parents. They can hardly be aware of the mischief they cause, by tolerating, on slight occasion, the absence of their children. Irregular Scholars do a great wrong to their School. They interrupt studies, they derange classes, they impede progress. They do a still greater wrong It is idle to talk or think of the instruction to themselves. of a mind, that has no ambition or persistence; that neglects opportunities; and that erases amidst the idleness of to-morrow all the impressions of to-day.

We have felt it our duty to apply all the power that the law entrusts to us, to check this dangerous and perplexing evil, and have adopted the following regulation, that we trust will be rigidly adhered to by future committees. And may it accomplish as much good for our Schools as similar regulations elsewhere have secured to the Schools for which they have been established:

"Any Scholar, (except of a Primary School,) who shall be absent from School one week continuously, or as many days and half days, at intervals, as shall make up a week, without satisfactory excuse to the Teacher, shall no longer be a member of the School; and shall not regain admission to it for the remainder of the existing Term, except by a certificate from the sub-committee of the School."

"Fifteen instances of tardiness shall be visited with a like penalty."

#### ESTIMATES FOR 1850-51.

In making up our estimates for the coming year, we have rigidly adhered to the principle that governed the committee of last year in their recommendations to the Town, viz.: to urge nothing that does not seem to be imperatively demanded for the accommodation and convenience of the children. The appropriations for School Houses must needs be comparatively great for a considerable period of time. For the circumstances of the Town render it very difficult to obtain temporary accommodations, and such rooms as we have been able to hire have not only been uniformly inconvenient, but also, for the most part, have been at a distance from the parts of the Town that most require them. Experience has abundantly convinced us, that since our School system is intended to be something more than a show and a pretence, it is the part of wisdom, as indeed of real economy, as fast as possible to supply ourselves with permanent houses, adapted to the purposes for which they are to be used, and located in the most eligible situations. The Town has thus far paid in rent for poor accommodations, from year to year, the interest of several thousand dollars, and, in some instances, the children have been so crowded into miserable apartments, as materially to interfere with all the purposes of School keeping, and seriously to expose their health. Yet, as we trust will appear from the subjoined details. we have recommended no appropriations that are not of the most urgent nature.

OLIVER GRAMMAR SCHOOL.—As has been already stated, this School has long been over-full. Some thirty Scholars, since the beginning of the present Term, have been unable to obtain regular seats; and we have been compelled, in addition, to keep back many in the Middle Schools, amply prepared for admission to the Grammar School. We make

a very low estimate of the probable needs of the School, when we fix the number of seats, that will shortly be required, at one hundred.

After carefully weighing all the plans that have been suggested to meet this emergency, we are unanimous in our opinion, that by far the most feasible mode is, to take away from the Oliver School House, the Middle and Primary Schools now kept in the basement story, and connect those apartments with the Grammar School room, by means of a light stair case, that shall land in one of its recitation rooms. These will not only accommodate more than the number immediately required, but the alteration of the building will be but slight; and, moreover, we should then have an opportunity of making an experiment, in part, of the Grammar School system most approved in Boston, viz. to give each division of a School a separate room, under its especial assistant Teacher. The cost of this alteration we set down at \$125.

OLIVER MIDDLE, AND PRIMARY SCHOOLS.—We propose to put these Schools into a building to be bought or erected for the purpose, and to be placed on the lot in the rear of the Oliver House, and facing on Oak street. We have ascertained from the proper authorities, that that lot may be used by the Town for this purpose, for an indefinite period, at little more than a nominal rent. We estimate the cost and furniture of such a building as will be needed, at \$1,000.

This arrangement will answer, it is hoped, (we dare not say any thing stronger than that,) for several years. And we do not recommend a permanent building for these Schools, at present, for various reasons. Among others, is the following: If, after a fair trial of our present plan of concentrating the Grammar Scholars on this side of the river, into a single School, it should be found as economical and beneficial, as we have confidence it will prove, the more ample accommodations that, before many years, will be demanded

for the Grammar Schools, may be made to include the Middle and Primary Schools of that district, affording greater conveniences for them, than they could otherwise enjoy, and lessening materially the cost both of buildings and of land.

SCHOOL HOUSE ON OR NEAR PINE STREET.-We are forced to recommend, and that urgently, the erection of a house, of the character of the new houses on Amesbury and Newbury streets, somewhere in the vicinity of Pine street. The Middle School in that region is now held in the Essex Company's building, in the rear of the Methodist Church, and the Primary Schools in the Congregationalists' Vestry and the house on Haverhill street, known as the "Free Will Baptist Vestry." In this last house, during the Fall, crowded into its narrow space, there was an average attendance of 133 children. The atmosphere of the ill-constructed room, spite of every effort at ventilation, (for it is but 7 feet high,) was unfit to be breathed by mortal. Yet, thus, until the beginning of the Winter Term, we were forced to let the School remain. At which time we obtained possession of the Congregationalists' Vestry, and formed another School.

We emphatically condemn the Haverhill Street House, as a School House, and deprecate its further use for that purpose. And when its unfitness is coupled with the consideration, that the rent now paid for the Congregationalists' Vestry and the Essex Company's House, would go far towards defraying the interest of the cost of such a house as we recommend, it seems but the part of ordinary wisdom to make an appropriation accordingly.—Such appropriation should be at least \$2,500.

House in Stevensville.—It was, we believe, an implied understanding at the Town meeting last year, that if there were a house then built on Tower-hill, one should be erected the present year, to accommodate the families near the

factory of Abiel Stevens, Esq.: and certainly the distance of those families from any existing School House makes their demand one of the strictest justice. Furthermore, it has been intimated to us, that should the Town make an appropriation for such a house, the liberality of Abiel Stevens, jr., Esq., will provide an eligible lot of land. We recommend, thererefore, an appropriation for this purpose, of \$700.

House on South Side.—The House on the South Side is far from being in any sense, fit for its purpose; and it is rapidly becoming full of Scholars. But, we do not think it expedient to make a change for the present; we have, therefore, lately repaired and altered the house in the interior, to make it more useful and comfortable. Still the upper rooms are dark and illy ventilated. And we recommend, for some additional windows, an appropriation of \$50.

Fence for Amesbury Street House.—The proposition will commend itself to every one, that the yard to this house, for the protection and comfort of the Scholars, should be fenced in. The cost of a proper fence would be \$200.

The above are all the appropriations for alterations and new houses, that we think it essential to urge upon you. We now come to the important head of

SALARIES.—There are now in the employ of the Town, 18 female and three male Teachers, at an aggregate cost of \$6,250. Some of the Schools are already much crowded; and when we take into view the probable increase of population, it is reasonable to set down the necessary increase of female Teachers, at an average of three for the entire year. To this should be added a sum adequate to procure for the High School and Grammar Schools, systematic and thorough instruction in music, which we will set down at \$150; and there will then be required, for salaries, the sum of \$7,050.

FUEL.—The fuel for all the Schools cannot be supplied at a less sum than \$400.

Recapitulating these several objects and amounts, we have,

For Library, .							\$100
For Oliver House, .							125
Oliver, Middle, and Prin	mary,						1,000
Pine Street,							2,500
Stevensville, .	•						700
South Side,							50
Fence for Amesbury,		. 1					200
Incidental expenses,							100
Total for houses, &c.,							\$4,775
For salaries, .							7,050
Fuel,			. 1				400
Total for salaries and fu	el						\$7,450
Total tot balance and ra				•	•		10 1 3 X O O

### REPORTS ON THE SEVERAL SCHOOLS.

#### OLIVER HIGH SCHOOL.

At the beginning of the year the High School contained but twenty Scholars. This was the entire number, that, at a comparatively low standard of attainments, had been found sufficiently advanced to enter the School. Thus the School continued until the beginning of the Winter Term—when, by again waiving what had been fixed upon as the proper standard of admission, twenty more were added to its numbers.

By reference to the regulations annexed, it will be found, that for admission to this School, Scholars are required to be thoroughly conversant with Reading, Spelling, Writing, English Grammar, Parsing, Modern Geography, Mental Arithmetic, through Colburn's First Lessons, and Written Arithmetic to Proportion. That is to say, they must have passed attentively through such a course of study, as forms the usual routine of a Grammar School. Now we are confident, that few of our fellow-citizens will pronounce this to be placing the standard of admission in any respect too high. For, set at a lower point, the School is at once deprived of any distinctive pretension - and, surely, it should be what it pretends to be, a High School. It should embrace within its limits those only whom the Grammar Schools can no longer teach to advantage. It should be able to take up its Scholars at the moment of their entrance, from the point where the Grammar School leaves them, and putting into their hands a high range of study, open before them a more expanded circle of knowledge.

Again, a lower standard than this, will materially injure the efficiency of the School—and, in such a School, to en-

sure steady and rapid progress, much depends on a perfect classification of the Scholars. They must start from the same platform, that they may not jostle against and hinder each other. For the Grammar School branches are the foundation stones of all the higher studies, and unless they have been securely laid, it is idle to think of progress. is something more than absurd - nay, it is ridiculous - for a scholar to take up Logic and Rhetoric, before he has any adequate knowledge of simple Grammar - or Algebra and Geometry, before being a master of Arithmetic; or History, before being acquainted with Geography, and so forward. We believe in substance rather than show; and amidst all the perplexities that have attended the formation of the High School, we have preferred to preserve intact, what we have felt to be essential to its permanent prosperity, rather than for the sake of temporary appearances, to peril its success in all future time. "It is the first step that costs," says a French proverb translated - "start aright, then go ahead," is its humbler American cotemporary. Counting all the responsibility and all the value of the first step in this important matter, we have followed implicitly the dictates of our maturest judgments. And experience has every day more and more impressed upon our minds the necessity of a THOROUGH PREPARATION in the GRAMMAR SCHOOL BRANCHES. BEFORE ENTRANCE INTO THE HIGH SCHOOL.

In the third place, just so far as Grammar studies are admitted into the High School, the Grammar Schools are depressed and degraded. If his first class is to be taken out of the hands of a Grammar Master, before he has perfected them in the studies prescribed as the routine of his School, all his plans are destroyed, and his ambition must needs be crushed. Better is it for the Grammar Schools, as well as the High School, that the line of separation between them should be expressly defined, and rigidly adhered to. Better that each order of Schools should preserve its distinctive features, and so preserve its emulation and its pride. And

we have ordained, therefore, as a permanant rule, that "no applicant from a Grammar School, or Private School, in the Town, shall be admitted to an examination for the High School, without a certificate of presumed qualifications from the Teacher thereof."

As has already been remarked, very few have been found sufficiently advanced to become members of the High School at the standard that we feel bound to insist upon. Few, indeed, at any adequate standard. And we pause here to remark, that we have been surprised as well as pained, at the radical defects we have discovered in the education of the most of our youth, between the ages of ten and twenty. It has diminished our pride in our Common Schools. It proves that, in too many of them, even of marked pretensions, show is preferred to substance. Indeed, painful as has been the necessity, we have been forced to refuse admission to the High School, as unqualified, to some who have taught New England Schools for years.

Under these circumstances, beginning with Scholars, for the most part, not yet fitted to pass into the higher branches, the Teacher of the High School has bent the most of his efforts thus far to bring them up to the true starting point of the studies appropriate to the School. And at the beginning of the next Term, the School, made up of those who have been drilled together, and thoroughly grounded, we trust, in the requisite preparatory knowledge, will be able to undertake in full with success, the range of study, that the committee have prescribed as the High School course.

For the last six months, Mr. Willey has taught Music regularly in this School—the first class in the Grammar School having been joined to the High School Scholars in this exercise.

#### OLIVER GRAMMAR SCHOOL.

This School, under the care of Mr. Walton and his assistants, Misses Brown, Whittier, and Osborne, has passed through the year with steady progress. It has suffered some mutations and drawbacks, from the necessity imposed on us of arbitrarily drawing upon its first class, from time to time, for Scholars to fill up the High School. But it is steadily regaining the ground thus lost. We think the discipline of this School, in most respects, high-toned and salutary; and the instruction imparted, analytic and thorough. The Scholars are carefully classified, and the Teachers are deeply interested in their vocation. The interest taken by the Scholars in the School is a good test of its efficiency.

The School is now much crowded. There are 240 on the list, and the average attendance is 210.

#### SOUTH GRAMMAR SCHOOL.

This School, during the Summer Term, was taught by Isaiah W. Ayer. Of its general appearance we cannot speak in terms of commendation. The recitations did not evince much thought—except those in Mental Arithmetic, which were very accurate. The Reading, also, was very good, especially that of the more advanced classes. The Scholars, also, were unusually quiet whilst in their seats, and remarkably precise in leaving and taking them; and yet, in our opinion, this stillness and precision were objectionable, because mechanical and unnatural; evidently resulting, not so much from love of order, as from fear of the rod. As the success of Mr. Ayer had not been such as to warrant his remaining longer, his connection with the School was dissolved.

The vacancy occasioned by his dismissal was filled by

the election of Jonathan Tenney, late Principal of Blanchard Academy, Pembroke, New Hampshire. His reputation as an instructor of youth, led us to expect much, and our expectations have been realized. The School has essentially improved in every respect. His manner of imparting instruction is happily adapted to form a habit of systematic thinking, very apparent in the character of the recitations. The government is mild, yet firm and efficient, such as cannot fail to produce the best results; securing, on the part of the School, a ready and willing obedience, and, at the same time, commending itself to the favorable consideration of every judicious parent, and thus ensuring his hearty cooperation—a thing of great importance, if we would see good discipline in our Schools. Miss Abby J. Knox has been employed as an assistant during the Winter Term. From what we have seen of her, in connection with the School, we have no doubt of her being an efficient and faithful Teacher. During the Summer Term, the whole number of different Scholars was sixty-six-average attendance forty-two-rate per cent. sixty-four. Fall Term, whole number of different Scholars seventy-four-average attendance fifty-five-rate per cent. seventy-eight. Winter Term, whole number of different Scholars ninety-three-average attendance seventy-eight-rate per cent. eighty-three.

#### SOUTH PRIMARY SCHOOL.

During the Summer Term this School was taught by Miss Nancy Gregg. We noticed some improvement whilst it was under her care, but not enough to justify us in retaining her longer; and, at our suggestion, she resigned her connection with it. Since then Miss Marion Perkins has had charge of it. We have been pleased with its appearance. There has been a very perceptible improvement in the government and

manner of instruction, both now being satisfactory. Summer Term, the whole number of different Scholars was eighty-two—average attendance forty-eight—rate per cent. fifty-eight. Fall Term, whole number of different Scholars one hundred and three—average attendance seventy—rate per cent. sixty.eight. Winter Term, whole number of different Scholars sixty-six—average attendance fifty-eight—rate per cent. sixty-six.

#### SCHOOLS IN AMESBURY STREET SCHOOL HOUSE.

This house was ready for occupancy at the commencement of the Fall Term, September 3. The upper room was furnished for a "Middle School," the lower for a "Primary."

The Primary School was put under the charge of Miss Hellesen, who, from May 25, to the close of the Summer Term, had charge of the Scholars for whose accommodation the Amesbury Street House was provided, in a rear room of the third story of the Block on Essex street, known as Merchant's Row. The average attendance during that time was fifty-five—the whole number of names enrolled was eighty-three. Upon entering the Amesbury Street House, and receiving only the children belonging to the Primary department, her Register presents the number

 For the present Term, the whole number on list, 63 average attendance, 50

In regard to the mode of discipline and instruction adopted in both of these Schools, the sub-committee expresses himself well satisfied.

#### PROSPECT STREET SCHOOL HOUSE.

The School, occupying this house, on account of its locality, is what we denominate a Mixed School—receiving all children not sufficiently advanced in age and qualifications to be received into the Grammar School. For the first Term of the year, this School was under the care of Miss Hamilton. Whole number of Scholars on list forty-seven—average attendance twenty-eight. At the opening of the Fall Term, Miss Hamilton having been transferred to another School, it was put under the charge of Miss Evans. For this Term, whole number of Scholars on list fifty-five—average attendance thirty-nine.

For the present Term, owing to the prevalence of whooping cough among the children of the district, the number on list and attendance has been less. The former is forty-seven—the latter thirty-three.

The character of this School has been for the last two years constantly improving, so that it is now considered by the sub-committee, as having attained a very good rank.

#### OLIVER MIDDLE SCHOOL.

At the commencement of the School year, this School was under the management of Miss Judkins, who relinquished her charge June 11. She was succeeded by Miss S. O. Brickett.

1st	Term	of	year,	whole number of Scholars on list,	96
				Average attendance,	$50\frac{2}{3}$
2d	11	66	¢:	whole number enrolled,	76
				Average attendance,	$46\frac{1}{2}$
<b>2</b> d	66	66	66	whole number,	75
				Average,	58

#### OLIVER PRIMARY SCHOOL.

Of this school Miss E. J. Twombly has been the teacher during the year.

J.	0011	
1st Term,	whole number of scholars,	130
	Average attendance,	72
2d "	whole number on list,	96
	Average attendance,	64
3d "	whole number on list,	90
	Average attendance,	65

These schools are well taught and disciplined. The scholars generally wear clean dresses and happy countenances. The teachers and pupils appear to regard the school-room, as it should ever be regarded, a pleasant place, and the consequence is what might be expected, a commendable progress in elemental knowledge.

#### NEWBURY STREET SCHOOLS,

The Jackson Street School, so early known in our school annals, disappears from this time—a new evidence of continual revolutions in this great world. At the opening of the present term—or a week-and-a-half after the new house on Newbury street had been promised its eager occupants—both the schools were removed from that building, to the new and

commodious School House, on the corner of Newbury street.

The schools began the year in the care of Miss L. A. Evans, in the lower room; and of Miss S. F. Homer in the primary or upper room.

Miss Homer's greatest number in the Summer term was 125, in the Fall term 130—during the present term 124.

Miss Straw succeeded Miss Evans at the close of the Summer term. Her highest number was 78—the average 47, while in the old house.

Since the removal of the school, her fullest number has been 70, and the remarkable average of 61.

The lowest number present at any one time (we mention it to the honor of parents and pupils) was 27—one very stormy morning.

Tardiness is seen to be the besetting sin, in this school; by their register, and by the teachers reluctant confession; though she insists, "they are doing better."

N. B. The boys in this school voted unanimously to the committee, that they had taken care that their commonwealth of new benches should receive no detriment from scratches, and other depredations, and their well kept polish testified to the truth of their vote.

Miss M. A. White was associated with Miss Homer in the care of the primary division of this school, at the beginning of the present term. Sickness has sorely invaded the families from which this school is gathered. Five little children of its number have been borne away by the Destroyer.

The instruction, and rule in these schools, by all the teachers, have been much approved by the committee.

PINE GROVE SCHOOL.

The Pine Grove School was opened early in Autumn, un-

der the instruction of Miss N. E. Richardson. This is a new and fine school building, in a most pleasant position, and built on an excellent plan. The pupils who enjoy that house, are more to be envied, we conceive, than those of any school in the Town.

Miss Richardson's health failed after a few weeks service, and Miss Hamilton was transferred from the Haverhill street school to the care of this; in which place she still continues; conducting the school much to the satisfaction of the committee. Two or three unruly, and unruled boys did some harm to this school in its earlier days; but they have been brought to a better understanding of school proprieties, latterly.

The register of this school exhibits 32 names. The present attendance is about 25, the average, 24.

#### HAMPSHIRE STREET MIDDLE SCHOOL.

This School, unto nearly the close of the Fall Term, was under the care of Miss M. A. Brown, who then resigned her charge of it. It has since been taught by Miss Park.

It has been a difficult School both to teach and to govern, from the fact that it comprises many pupils very ignorant, yet considerably beyond the age specified as the ordinary limit of attendance upon a School of this grade. The teacher has not been long enough in charge of it to enable us to pass a decisive judgment on her efforts — but this much we are happy to say, that she evinces a deep interest in her vocation, and endeavors to perform her duty faithfully.

The whole number now on the list of the School is eighty-five. The average attendance is fifty-three.

#### HAVERHILL STREET PRIMARY SCHOOL.

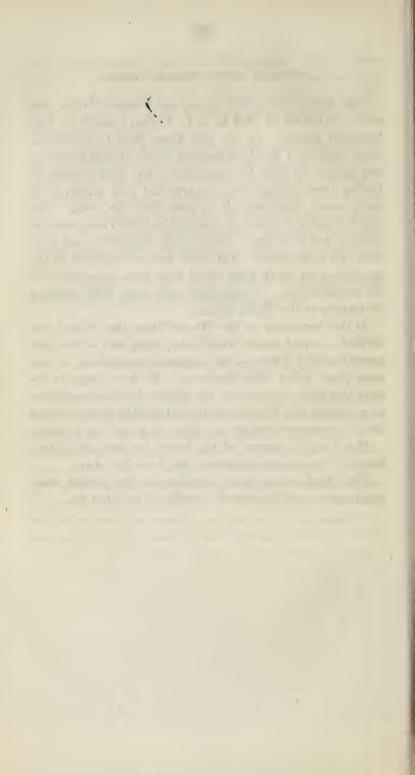
This School, during the Spring and Summer Terms, was under the tuition of Miss L. A. L. Taylor, assisted by Miss Elizabeth Crosby. In the Fall Term, Miss Taylor having been transferred to the Amesbury Street Middle School, it was taught by Miss Crosby, assisted by Miss Sanderson. During these terms, it was so crowded with pupils, as to leave scarce space enough to pass about the room. The whole number, for instance, during the Fall Term, was one hundred and sixty-four. The average attendance, one hundred and thirty-three. Yet much was accomplished by the teachers — far more than could have been expected under the circumstances. A large class, each term, were prepared for transfer to the Middle School.

At the beginning of the Winter Term, this School was divided — a part, under Miss Crosby, being sent to the Congregationalist's Vestry — the remainder continuing in the same place, under Miss Sanderson. We have reason to believe that both branches of the School have made satisfactory progress this Winter, and regret that Miss Sanderson has felt it necessary to resign her place as one of our teachers.

Miss Crosby's branch of the School has numbered sixtyseven. The average attendance has been forty-two.

Miss Sanderson's branch numbers, at the present time, eighty-six — and the average attendance is sixty-two.

GEO. PACKARD,
L. WHITING,
H. K. OLIVER,
J. D. HERRICK,
H. F. HARRINGTON,



## RULES

AND

## REGULATIONS

OF THE

# PUBLIC SCHOOLS

OF THE

TOWN OF LAWRENCE.

Adopted by the School Committee, Feb. 1850.

These Rules and Regulations apply only to points not provided for by the Laws of the State.

LAWRENCE:
HAYES, PRINTER, COURIER OFFICE.
1850.



## RULES.

#### SECTION I.

SYSTEM.

ARTICLE I .- Section 1 .- Classification.

There shall be four orders of Schools; viz: Primary Middle, and Grammar Schools, and a High School.

SECTION 2.—If, in any instance, from the force of circumstances, this classification should be found inexpedient, the School otherwise constituted, shall be called a "mixed School."

#### ARTICLE II .- Studies.

The Primary Schools are intended for instruction in the simple elements of knowledge; the Middle Schools for instruction in all the branches of a common education, and so far as to qualify the pupils for admission to the Grammar Schools; the Grammar Schools for a high degree of proficiency in the same branches, and the rudiments of some additional; and the High School for a very complete course of English study, and instruction in the Latin and Greek languages, so far as may be required for admission to the Freshman Class of the New England Colleges.

#### ARTICLE III .- Location.

The Primary and Middle Schools are distributed over the territory of the town. The Grammar Schools are in central situations, on either side of the river. The High School is kept for the benefit of Scholars from every part of the town, who may be duly qualified.

Note .- Some farther explanation of the above system may be desirable. In brief, then, in regard to the Primary and Middle Schools, a point of paramount importance is, as much as possible, to spare the tender youth, to whom these orders of Schools are limited, a fatiguing walk to and from the School House. These Schools, therefore, as they are demanded by the increase of population, are so distributed over the town, as to secure the convenience of the greatest number in this respect. But as fast as the children attain to an age when the distance of the School House from their homes is a point of less importance, it is the fixed opinion of the Committee, that it is desirable to bring as many of them as possible together, under one head. This is advantageous, in the first place, on the ground of economy. The Assistants in a Grammar School may all be females, and thus, by diminishing the number of Schools of this character, and increasing their size, there is a great saving in a pecuniary view. In the second place, the percentage of Grammar Scholars, who will attend the High School, judging by observation elsewhere, is comparatively small; and it is important, that

the first classes of the Grammar Schools should enjoy the benefit of Experimental Lectures on Philosophy, Astronomy, etc. This result can best be attained by this system of centralization, as a single apparatus will then answer for a large number, and both the apparatus and the instruction can be rendered more complete. There are other strong reasons for this system, that it is not essential to detail.

#### SECTION II.

#### REGULATIONS COMMON TO ALL THE SCHOOLS.

ARTICLE I .- Election of Teachers.

The Teachers shall be elected annually, at some period between the second Monday in March and the beginning of the vacation next ensuing.

#### ARTICLE II .- Salaries.

The Salaries of all Teachers shall be payable quarterly, on the First days of January, April, July and October.

#### ARTICLE III .- Vacations.

There shall be three vacations, viz: From the third Saturday in March, two weeks; from the Saturday before the last Monday in July, five weeks; from the third Monday in November, two weeks.

#### ARTICLE IV .- Holidays.

The Schools will not be kept on Wednesday and Saturday afternoons, Fast Day, Fourth of July and Christmas Day. Also, such Teachers as desire actually to be present at the stated meetings of the Essex County Teachers Association, and any Teachers Institute that may be held within the County, shall have leave of absence accordingly.

#### ARTICLE V .- School Hours.

During the Summer term and to October 1st, the Schools shall begin at  $8\frac{1}{2}$  o'clock, A. M., and close at  $11\frac{1}{2}$  o'clock; and shall begin at 2 o'clock, P. M., and close at 5 o'clock. And from Oct. 1st, to the close of the Winter term, they shall begin at 9 o'clock, A. M., and close at 12 o'clock, M.; and shall begin at  $1\frac{1}{2}$  o'clock, P. M., and close at  $4\frac{1}{2}$  o'clock.

#### ARTICLE VI.-Punctuality.

It is required of all Teachers, both in commencing and dismissing their Schools, punctually to observe the prescribed hours for so doing; and they are earnestly desired, for obvious reasons, to be in their School Rooms some minutes before the hours of opening School.

#### ARTICLE VII .- Devotional Exercises.

Every School shall be opened in the morning and closed at night by religious exercises; of which so much as follows is prescribed, viz: In the morning, the reading of a portion of Scripture; and both morning and evening the simultaneous repetition of the Lord's Prayer, by both teachers and pupils.

ARTICLE VIII.—Section 1.—Closing of the Doors.

In the High, the Grammar, and the Middle Schools, the

doors of the School rooms shall be locked at the appointed hours of opening School, and re-opened for a short time after the expiration of TWENTY MINUTES, or after the close of the devotional exercises; and they shall then be closed against later comers for the remainder of that session of the School.

SECTION 2.—All Scholars entering School at the interval after the first closing of the doors, shall be marked as tardy.

## ARTICLE IX.—Discipline.

The discipline of the Schools is left discretionary with the Teachers, it being the presumption that they will make the true methods of government a matter of profound and earnest study. Yet, in order that the committee may be advised of the condition of the Schools as regards discipline, it is required of the High, the Grammar, and the Middle School Teachers to keep a memorandum of all instances in which corporal punishment shall be inflicted in their several Schools. Said memorandum shall specify the name and age of each Scholar so punished, the nature of the offence, the kind and degree of punishment, and whether or not it was inflicted immediately subsequent to the offence.

## ARTICLE X .- Care of Buildings.

It is required of the Teachers to exercise a careful supervision of the buildings by them respectively occupied; and, as far as possible, to guard them from injury or defacement by the Scholars. And it is required, also, that great care be taken to prevent the premises devoted to the use of the girls from being intruded upon by the boys on any pretext whatsoever.

#### ARTICLE XI .- Books and Studies.

No book or study shall be introduced into any School, except such as may be authorized by the committee.

## ARTICLE XII.-Districts.

No Teacher shall receive into a School, any child living out of the prescribed district of such School, without the express authority of the special committee of the School.

## ARTICLE XIII .- Absence and Tardiness.

Any Scholar, (except of a Primary School,) who shall be absent from School one week continuously, or as many days and half days, at intervals, as shall make up a week, without satisfactory excuse to the Teacher, shall no longer be a member of the School; and shall not regain admission to it for the remainder of the existing Term, except by a certificate from the sub-committee of the School.

Fifteen instances of tardiness shall be visited with a like penalty.

## ARTICLE XIV .- Vaccination.

No Scholar shall be admitted into any School without a certificate from a physician, that he or she has been vaccinated.

## ARTICLE XV .- Slates.

No slate shall be allowed in any School, except a Primary, the frame of which has not been covered with cloth, so as to prevent injury to the desks.

## SECTION III.

REGULATIONS OF THE PRIMARY SCHOOLS.

ARTICLE I .- Admission.

No Scholar shall be received into a Primary School under four years of age.

## ARTICLE II. - Books.

The following books are prescribed for use in the Primary Schools, viz.: Russel's Primary Reader, Introduction to do., Russell's Spelling Book, Walton's First Steps in Numbers.

## MIDDLE SCHOOLS.

ARTICLE I .- Sect. 1 .- Qualifications for Admission.

Applicants must be able to read with ease in Russell's Introduction, to spell correctly ordinary words of two syllables, to be familiar with the first three sections of Walton's First Steps in Numbers, and to be seven years of age; except in case of unusual proficiency.

## ARTICLE I .- Section 2. - Times of Admission.

Scholars shall be transferred from the Primary Schools only at the beginning of each term, except under special circumstances. Other applicants shall be admitted only on the Monday morning of each week.

## ARTICLE 1 .- Section 3 .- Certificates.

No child shall be admitted from a Primary School, without the certificate of the Special Committee of such School. And no applicant from any other quarter shall be admitted, without the certificate of some member of the Committee.

#### ARTICLE II .- Books.

The following books are prescribed for use in the Middle Schools: Russell's Primary Reader, Russell's Speller, Mitchell's Small Geography and Walton's First Steps in Numbers.

## GRAMMAR SCHOOLS.

ARTICLE I .- Sect. 1 .- Qualifications for Admission.

Applicants must be able to read and spell with freedom and accuracy; to be familiar with the first thirteen sections of Walton's First Steps in Numbers, including the whole of the multiplication table; to have some knowledge of Geography, and to be ten years of age; except in case of unusual proficiency.

## ARTICLE 1 .- Section. 2-Times of Admission.

Scholars shall be transferred from the Middle Schools only at the beginning of each term, except under special circumstances. Other applicants shall be admitted only on the first Monday of each month.

## ARTICLE I .- SECTION 3 .- Certificates.

No applicant shall be admitted from a Middle School, without the certificate of the Special Committee of that School. And no applicant from any other quarter shall be admitted, without the certificate of some member of the Committee.

#### ARTICLE II .- Books.

The following books are prescribed for use in the Grammar Schools, viz: American School Reader, Introduction to American School Reader, Fowles' Speller, Mitchell's Geography and Atlas, Walton's First Steps in Numbers, Colburn's Arithmetic, Greenleaf's Arithmetic, Wells' Grammar, Cutter's Anatomy and Hygiene, Worcester's School Dictionary, Constitution of the United States and of Massachusetts.

## ARTICLE III .- Experimental Lectures.

The members of the first classes in the Grammar Schools shall have the privilege of attending the Scientific Experimental Lectures, given in the High School.

## ARTICLE IV .- Music.

Vocal music shall be systematically taught in the Grammar Schools.

## HIGH SCHOOL.

ARTICLE I .- Sect. 1 .- Qualifications for Admission.

Candidates shall be thoroughly conversant with Reading, Spelling, Writing, English Grammar, Parsing, Modern Geography, Mental Arithmetic, through Colburn's First Lessons, and Written Arithmetic to Proportion; and shall be twelve years of age; except in case of those children who possess the necessary qualifications, and design to pursue a course of study preparatory for College.

## ARTICLE 1.- Section 2.- Times of Admission.

An examination of candidates shall take place annually, on the first Monday of the Fall term. Provided, nevertheless, that children whose parents may have become citizens of the town subsequent to such examination, may be admitted at any time, if, upon examination, they be found so far qualified, as to be able to be regularly classed in the School at its then existing stage of advancement.

## ARTICLE I .- Section 3 .- Certificates.

No applicant from a Grammar School, or from any Private School of the town, shall be admitted to examination, without a certificate from the Teacher thereof, of presumed qualifications, and of good moral character.

## ARTICLE I .- Section 4 .- Matriculation.

Since the most careful examination may be a very imperfect test of Scholarship, it is established, that all candidates who pass a satisfactory examination, shall be subject to a probation of one month before they shall receive certificates of admission and be registered on the permanent catalogue of the School.

## ARTICLE II .- Section 1 .- Course of Study.

In the English Department there shall be a regularly progressive course of study to occupy three years. In the Classical Department such a course shall be pursued as is requisite for admission to the New England Colleges, with the addition of such English branches as the Committee may prescribe.

## ARTICLE II.—Section 2.—English Course.

FIRST YEAR.—Arithmetic, Algebra, Rhetoric, History, Physiology, Constitutions of Massachusetts and United States, Composition, Drawing, Declamation and Vocal Music.

Second Year.—In addition to the studies of the first year, Book-Keeping, Geometry and its applications, Natural Philosophy and Chemistry.

THIRD YEAR.—In addition to the studies of the second year, Trigonometry, Astronomy, Logic, Intellectual and Moral Science and Political Economy.

## ARTICLE III .- Books.

The following books are prescribed for use in the High School: Russell's and Goldsbury's Reader, Colburn's Arithmetic, Greenleaf's Arithmetic, Sherwin's Algebra, Davies' Legendre, Northend's Common School Book-Keeping, Cutter's Anatomy, Physiology and Hygiene, Worcester's School Dictionary, Johnston's Philosophy,

Northend's Young Composer, Fowle's Speller, Mitchell's Ancient and Modern Geography and Atlas, Wells' Grammar, Willard's History, Wayland's Moral Science, Constitutions of United States and Massachusetts, Arnold's Classical Course preparatory for College, and such other Classical text books as are designated by College requisitions for the same purpose.

## ARTICLE IV .- Diplomas.

Any Scholar who shall honorably complete the full course of English study in this School, shall be entitled to a Diploma as a graduate.





1820-01- sensor com

## FOURTH

# ANNUAL REPORT

OF THE

# SCHOOL COMMITTEE

OF THE

## TOWN OF LAWRENCE,

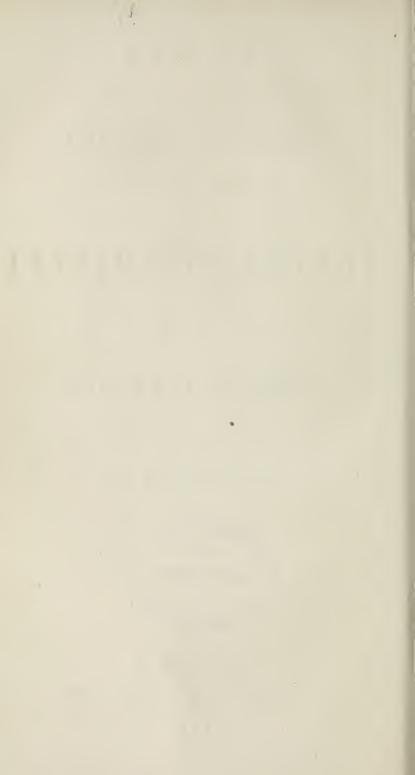
FOR THE YEAR 1850-51.



## LAWRENCE:

H. DOUGLASS, PRINTER, SENTINEL OFFICE.

1851.



# REPORT.

The School Committee of Lawrence hereby respectfully submit to the town their Fourth Annual Report. And it is with high gratification that we are able to open our Report with the fact, that in appropriations for the support of schools, this town, now only four years old, stands first in Essex County, and nineteenth in the State. From this honorable position, may no diminution, either of interest or ambition, cause us ever to recede.

## CONDITION OF THE SCHOOLS.

In previous reports, the Committee have remarked at length on the system of schools adopted in the town, and made such recommendations, as circumstances, from year to year, seemed to require. The town has responded promptly and liberally to these recommendations; and all that is material to the complete organization of the system, has been provided. There is nothing, therefore, of a general character, that demands special discussion at this time. With the exception that the rapid increase of scholars has filled up many of the schools beyond the power of the teachers to do them justice, and of the Committee to provide sufficient accommodations, the system is in full and successful operation in all its parts; meeting the expectations of the Committee, pleasing to the teachers, and

receiving the most flattering commendations from experienced friends of education, who have visited our schools. We might insert some very complimentary remarks from such sources, respecting our system and its practical operation.

As far as the schools are individually concerned, we do not think it advisable to enter into elaborate details. Careful in the selection of teachers, and, as far as possible, in the supervision of the schools, it has been our untiring, and we believe, successful effort, to make the schools of every grade effective for their designated purposes. Of course, we take into consideration the drawbacks already adverted to, of a greater number of scholars, in most of the schools, than is consistent with a due degree either of discipline or improvement.

We annex some of the most important statistics of the schools, arranged in their appropriate grades.

I.

## PRIMARY SCHOOLS.

This grade receives the youngest scholars, and retains them until seven years old; or until fitted, according to the prescribed amount of attainments, for the Middle Schools. Of this grade, there were six schools during the Spring and Summer, and there have been seven during the Winter.

Whole number of scholars in all, Summer,		•	682
Winter,			586
Average attendance, Summer,			428
Winter,			388

During the Summer, there were seven female teachers in charge of these schools; during the Winter, there have been nine.

## H.

#### MIXED SCHOOLS.

The Mixed Schools are so designated, because, in consequence of their peculiar locality, they receive the scholars belonging, according to the system, to the two grades of Primary and Middle Schools. There are *two* of this description, viz: one on Tower Hill, the other at the junction of Prospect street with the Haverhill road.

Whole number of scholars in both, Su	mmer,	105
W	inter,	88
Average attendance, Su	mmer,	74
W	inter,	55

## III.

#### MIDDLE SCHOOLS.

The Middle Schools receive scholars when duly fitted, from the Primary Schools, and retain them until ten years of age, or until duly fitted for the Grammar Schools. There have been, during the year, five of this grade under female teachers.

Whole number of scholars in all, Summer,		359
Winter,		356
Average attendance, Summer,		254
Winter,		284

## IV.

#### GRAMMAR SCHOOLS.

There are two of this class; one, the Oliver Grammar School, has had a master and five female assistants during

most of the year, with the exception of a few weeks, when there was an additional assistant. The South-side Grammar School has been under the care of a master during the year, except a short period in the Autumn, when it was superintended by a female.

Whole number of scholars, Summer,			261
Winter,			385
Average attendance, Summer,	•		215
Winter,			310
Whole number of males at the present time,	•	•	196
" females " "			188
Average age of males, 12 years, 7 months.			
" females, 12 years, 4 months.			
Number 15 years of age and upwards,		t	54

## V.

## HIGH SCHOOL.

This School is in charge of a master, and one female assistant.

Whole number of so	cholars	, Su	mm	er,			٠			35
		Wi	nte	r,						55
Average attendance	,	Su	nm	er,			4			30
		Wi	nte	r,						52
Number of male sel	nolars,									22
" female	"			•						33
Average age, 16 years	ars, 3 1	nont	hs.							
Number 15 years of	age a	nd t	ıpw	ard	ls,		•	•	•	39
In this School, there	are at	tend	ling	g to	)	0				
Rhetoric;	3 Div	risio	ıs.		W	nole	e N	0.	<b>55</b>	
Algebra;		٠٠ .					66		28	
History;	2	66					66		34	
Geometry;	1	66					66		7	

18

1

Physiology;

Nat. Philosophy;	1	Division.	Whole No.	18
Greek;	1	66	"	7
Latin;	5	"	eζ	45
French;	1	44	«	14
Drawing;	1	"	<b>«</b>	31

From this table of studies, which is in addition to various other branches and exercises, it will be seen that the teachers in this school are fully occupied.

Experimental lectures are given in connection with the study of Natural Philosophy, at which the first class in the Oliver Grammar School is required to be present.

## SUMMARY.

From the foregoing tables, it appears that there are in operation at the present time:

1st g	grade	, Primary:	7	schools.	-9	teachers.	-586	scholars.
		Mixed:	2	66	2	66	88	66
2d	66	Middle:	5	"	5	66	356	66
3d	"	Grammar:	2	"	7	"	385	66
4th	66	High:	1	66	2	66	55	ш

17 schools. 25 teachers. 1470 scholars.

## IRREGULAR ATTENDANCE AND TRUANCY.

It will be perceived that irregularity of attendance is still a crying evil in almost all the schools. The contrast of the average attendance with the whole number on the lists, is deplorable. The language of a previous Committee may justly be repeated—that "while there are very few in any of our schools, who are not occasionally absent, there are many who are only occasionally present."

Much of this irregularity, we are satisfied, is unnecessary; and while we recommend to our successors to enforce with greater strictness than has yet been done, the by-laws that concern this evil, we earnestly call the attention of parents to the importance of their co-operation to bring about a better result.

In respect to habitual truancy, and gross neglect of the means of instruction, we are happy to have it in our power to say, that an act was passed by the last legislature, authorizing towns to make by-laws on the subject, with suitable penalties annexed; and to appoint three or more persons who shall have power to make complaints, in case of the violation of said by-laws, to the proper judicial officer, and to carry into execution the judgments of said officer.

Suitable by-laws to meet the necessities of the case will be reported for the action of the town, at the annual meeting; and we earnestly trust that so wise a remedial power for the great evils of truancy and idleness, will be duly exercised by the town.

## SCHOOL FUND.

Previous to the present year, the town's share of the State School Fund has been placed in the treasury, without any special appropriation. But the School Committee having been advised by the Secretary of the Board of Education that this was a misuse of the money, and that it is rightfully devoted to such purposes only as do not come within the obligations of the town for the support of schools, the Selectmen promptly passed the town's share of the fund for the present year, so soon as received, to the credit of the School Committee, for expenditure according to its legitimate purposes. We have endeavored to appropriate

it for the best good of the schools; and have expended it as follows:

$\mathbf{F}$	r Philosophical Apparatus,				\$118	30
66	Globes and Maps,				67	60
4.	Books of Reference, · ·	٠			24	13
44	Books for Teachers' tables,	,			15	67
64	Numerical Tables,	٠			8	68
66	Incidental expenses,				8	12
	Total,				\$ 242	50

## EXPENDITURES.

Some peculiar circumstances, in connection with the expenditures made by us, require explanation, that the responsibility resting on us may be placed in its proper light.

I.

## OUTSTANDING BILLS.

The school fiscal year begins on the first of April, and the estimates of last year were made with reference to that date, without any allowance for the current quarter when the School Committee's Report was made up. Of a consequence, bills to a considerable amount, including a quarter's salaries of teachers, were left for our action, that were incurred by the preceding board, and that cannot properly be included under the appropriations for the present year.

In order to prevent any confusion that might arise from this source, and to present a clear statement of every thing that is legitimately included under our responsibility, we have made up our accounts to the first of April next, the close of our fiscal year; so as to offset against the appropriations only such expenditures as properly belong under them. And we here subjoin a schedule of the outstanding bills that we have approved.

Teachers' salaries,	\$1,543	91
Lightning rods for Oliver house,	38	
Well and pump for Newbury street house, .	83	88
Printing Committee's report and School Reg,	80	10
Books supplied the poor,	73	31
Coal,	30	93
Care of houses, · · · · · · · · · · · · · · · · · · ·	15	00
Sawing wood,	10	87
Labor,	12	41
Brooms, scrapers, etc.,	11	28
Miscellaneous,	11	00
Total of outstanding bills, · · · ·	\$1,911	11
Cr. by am'nt of tuition of Methuen children,	139	50
Balance,	\$1,771	61

## II.

## FURNITURE FOR NEW HOUSES.

It has been a general understanding ever since the first appropriation for a permanent school house, that the special appropriations for new houses include only the buildings, without regard to the furniture; which has been left for the School Committees to provide out of other funds. But, at the same time, no allowance has been made for such furniture, in the incidental school appropriations; and therefore the successive School Committees have been compelled to procure desks, chairs, tables, stoves, etc., for the new houses, without any appropriation whatever to draw upon.

It is under such circumstances that we have provided furniture and fixtures for one of the houses built during the last year, viz: The Cross street house. The items are as follows:

Desks,				٠		*	6		6		\$64	00
Chairs,	, .				٠						22	00
Stoves	and	pi	pe,						•		30	75
Tables	, .			•							16	00
Black-	boar	d a	nd	lab	or,						6	12
Clock,	•		٠			٠			٠		4	00
										-		
	Tot	al,									\$142	87

The South-side New house is the only instance in which the furniture was taken into consideration in connection with the appropriation for the house. It was understood that the desks of the old Grammar room should be transferred to the new house.

But when the building was finished, the Building Committee requested that the School Committee would provide new furniture, as a considerable balance of the appropriation remained, that would liquidate a part of the expense.

We took this fact into consideration; and when we reflected, in addition, that the old furniture would always be inconvenient, and that from the peculiarities of its construction, it would be impossible to introduce enough of it to accommodate all who ought to be accommodated; so that it would probably soon give place, at all events, to convenient furniture such as is supplied to the new houses on this side, it seemed injudicious to introduce it at all into the Grammar room. That room, therefore, was furnished in a permanent manner; and the cost, including stoves, clocks, and tables for the rooms, and lightning rods, was as follows:

Desks,							\$120	00
Chairs,							41	40
Stoves a								50

Clocks, .												\$15	00
Tables, .												15	00
Lightning	rods,				•				•	٠		24	99
Putting de	wn se	ats,						•				6	93
											-	\$273	82
		S	U I	M I	M Z	1 I	R Y	•					
For Cross	street	hou	se,					•	•			\$142	87
" South	side h	ous	e,	•	•	•	٠					273	82
											-		

## TIT.

Total for furniture for new houses, . . . . \$416 69

## EXTRA APPROPRIATIONS.

The increase of the number of children demanding school conveniences, has run far beyond the anticipations of our predecessors, and consequently has demanded an amount of incidental expenditure greatly exceeding the estimates laid before the town. The last year's School Report expressed the hope that when the Cross street house should be completed, it would enable the Committee to vacate both the Essex Company's house and the Haverhill street house; which latter it condemned as unfit for school purposes. But we found it necessary to retain at least one of them; and as the Haverhill street house was owned by the town, and stood in a more eligible position than the other, we decided to alter its interior so as to obviate its inconveniences, and to retain it in service. It is now a very comfortable and convenient room.

About the same time, it became necessary to open a new Primary School somewhere to the eastward of the Common. The Newbury street school of this grade was so crowded, as not only to impede instruction, but even locomotion itself. We therefore hired the Unitarian vestry, and have had a school in it nearly six months.

We annex the expense of these extra accommodations. It will be found that there are charges for fences among the items; for we had regard not less to our own convictions of duty, than the appeals of the teachers and parents, and erected yards, at as little expense as possible. Common decency, we argue, will justify us in this expenditure.

Also, under this head, we have placed the amount paid for the rent of two school rooms, prior to the completion of the Cross street house.

Interior alterations and fence,		Ų1	ď	. \$86 02
Chairs,				. 39 00
Painting and papering,				
Stove and pipe,				
,				\$154 84
Jackson street hous	ec.			
Fence, shed, and out-house,				. \$51 32
Stoves and pipe,				
Chairs,				
Table,				
Plastering,				
Hooks, shovel, tongs, etc.,				
Carpenter's work, inside,				
Black-board,				
Rent to March 23d, six months, .				
arone to manage he day and monthly				10 00
				\$173 62
Rents.				
Congregational Vestry,				. \$32 81
Baptist, "				
Total cost of extra accommodations	, .	٠	٠	\$406 27

## Books for the Poor.

A considerable item of expenditure, not within the control of the School Committee, but coming under their supervision, is that of books supplied to the children of those who cannot, or who will not, purchase them. The law is imperative, that the Committee shall see that every child is supplied with the necessary books. It provides that if, after due notice of what books are needed for their children, parents do not furnish them, they shall be furnished by the town; and the name of every child so furnished, the name of the parent, and the street of his residence, shall be given to the assessors, that the amount, if the parent is able to pay it, may be added to his tax bill.

This course has been carefully pursued. But while the cost of such supplies is large, few books, it is probable, are furnished by the town, where the parent is able to repay the amount. Yet the unsettled character of a portion of our population—one month in this town, the next in another—makes it certain that many of the books thus furnished, are soon destroyed or carried away. We have no doubt that a far more economical mode of procedure might be devised, without any restriction of benefit. But as the law now stands, School Committees have but one course to pursue.

Cost of books furnished to the poor, . . . \$264 62

Having considered the various items of expenditure that we desired to remark upon and explain, we now present, under appropriate heads, such as have not thus been specified, calculated to April first.

## Teaching.

Salaries of male teachers, including music, \$2,225 20 "female teachers, . . . . . . 4,858 55

# 100 (501)

## Fuel.

	12 62 00
\$688 Total for teaching and fuel, \$7,772 Appropriation, \$7,500.	
Repairs.	
On Oliver house; including alteration of flues, and new air-box to furnace, \$67	88
Prospect street house; ventilator,	00
Setting glass in various houses,	49
Total for repairs,	40
Cure of houses.	
Oliver and Oak street houses, \$112 Cross, Amesbury, and Newbury street houses, 112 South-side Grammar School, 25 Prospect st., Pine Grove, and Haverhill st., do. 38 Jackson street, and South-side Primary, 18 Washing floors and out-houses, 5	50 00 50
Total for care of houses, \$312	00
Furniture.	
1	80 06
Tables, (required by law for preservation of Dictionaries given by the State,) 35	00

Other tables, \$13 00; Chairs, \$4 28;		
Stoves and fixtures, \$21 28; Sundries, \$5 75;	27	03
Total for furniture,	\$179	17
	,	
Books and Printing.		
Books, stationery, and maps, for Schools and		
Committee's room,	\$79	
Registers and report cards,		25
Printing and advertising,	13	
Estimated to April 1, incling Committee's repit,	40	00
Total for books and printing,	\$177	74
Miscellancous.		
Well and pump in Amesbury street house yard,	\$34	75
Grading Oliver house yard,	31	
Light'g rods Newb'ry and Amesb'ry st. houses,	51	
Freightage of furniture, and cartage,	13	28
Incidental expenses of Sec'ry and Committee,	5	05
Labor and sundries, \$15 12; rent pianos, \$26;	41	12
Total for miscellaneous expenditures,	\$176	55
Special appropriations.		
Appropriation for Oak street house and furniture	e, \$1,0	00.
Chairs, \$59 88; Desks, \$272 60;	\$332	48
Stoves, \$28 60; Fence and blackboards, \$55 50;	84	10
Shed, \$38 33; Tables, \$16 00; Curtains, \$3;	57	33
Total expended by School Committee,	\$473	91
The house was built under the direction of a ommittee.		
ommittee.		

<sup>\*</sup>By the conditions of the appropriation, the Desks and Chairs were placed in the Oliver house.

 $\mathbf{C}_{\mathbf{c}}$ 

Appropriation for alteration of Oliver house, \$125	00
Carpenters' and masons' bills, 102	72
Black-boards and painting, 10	
	67
\$132	
Excess of expenditure over appropriation, \$7	39
Appropriation for Amesbury street house fence, \$200	00
Sundry bills,	50
Balance of appropriation,	50
nation resident and control an	
GENERAL SUMMARY.	
For new houses,	69
Extra accommodations,	
Books for the poor,	•
	1)6
Salaries and fuel, \$7,772 49; Repairs, \$100 40; 7872	
Salaries and fuel, \$7,772 49; Repairs, \$100 40; 7872 Care of houses, \$312 09; Furniture, \$179 17; 491	89
Care of houses, \$312.00; Furniture, \$179.17; 491 Books and printing,	89 17
Care of houses, \$312 00; Furniture, \$179 17; 491         Books and printing,	89 17 74
Care of houses, \$312 00; Furniture, \$179 17; 491 Books and printing,	89 17 74 55

If these expenditures be divided, so as to distinguish the current and ordinary purposes contemplated in the appropriations, from what has been extraordinary and unexpected, it will be seen that the excess of expenditure over the appropriations has been incurred almost entirely for the latter class of objects; that were not covered by any appropriation whatever. To show this, we append a table of the amount expended for current and ordinary purposes.

## CURRENT EXPENSES.

Teachers and fuel,							٠			\$7,772	49
Care of houses,							•			312	()()
Books for the poor,	,					,				264	62
Repairs, \$100 40;	Pr	int	ing	, \$	98	50	;	٠		198	90
Miscellaneous curre	ent	ex	per	ises	3,	٠	,•			59	4.5
Total current expe	nse	s,						٠		\$8,606	56
Deduct excess of be											
Balance,					•					\$8,492	84
Appropriations, .											
Received for educa										-	
Excess of expendit	ure	ov	er a	$_{\mathrm{pp}}$	roj	oria	tio	as, e	etc	., \$441	84

We have not deducted from this table the expenses for fuel, care of houses, etc; over and above the estimates, rendered necessary by the unexpected accommodations called for, which would still further reduce this excess. And when we consider the responsibility that rests upon the School Committee, rendered doubly onerous as it is, by the peculiar circumstances of the town and its never-intermitted growth, it may not be presumptuous in us to suggest, that the part of prudence and justice would be, for our citizens to look the needs of the town fairly in the face when the appropriations are under consideration, and make due allowances for the contingencies that are sure to occur. Where population is pouring in by the thousands a year, how can any exact estimates be made? We trust that every School Committee, on the one hand, will duly weigh the necessity of economy in their disbursements for the schools, and that the town, on its part, will appreciate the responsibility resting on them by law, to provide every thing "comfortable, convenient and necessary" for the purposes of instruction for all the rising generation.

## ESTIMATES.

It has already been stated that the estimates of last year fell far below the demand for additional accommodations; and we have laid before the town the unexpected expenditures to which we have accordingly been forced. It is a matter of profound thanksgiving, on our part, in view of our official responsibility, that we are not answerable for the extraordinary increase of the children in this town. Like the English, as descried from Macbeth's walls, the cry is still "they come!" At the close of the year 1848–49, there were on the lists of the schools, nine hundred names. At the close of the year 1849–50, there were one thousand and sixteen names; and the whole number at the present time is one thousand four hundred and seventy.

Well—in the order of Providence, so be it! It's a proud circumstance to have a fine growth of "olive branches" around our dwellings. And the next proud thing is to have them thoroughly trained and fitted for the responsible duties of the future. To this sentiment the whole course of the town convinces us, that our fellow citizens will respond with a hearty "Amen!" The educational enterprise and energy that have already placed this town first in the county, will not falter or diminish, we are confident, let come what may!

But this is a thing of sober statistics; and we will soberly enter into them accordingly. And we begin by asserting in the language of a preceding report, "that we have rigidly adhered to the principle, to urge nothing that does not seem to be imperatively demanded" for the accommodation and convenience of the children:

The Oliver Grammar School required enlargement last spring; and our predecessors recommended that a new house should be built for the Middle and Primary Schools, then kept in the Oliver house, and the rooms they had occupied should be devoted to the Grammar School. And they added: "This arrangement will answer, it is hoped, for several years."

Several years! Let us pause and take breath! It was not several months,—the arrangement had not even been carried into effect, indeed,—before the increase of scholars was such as to leave every thing worse off than before. The Grammar School has now on its list upwards of fifty pupils more than there are accommodations for, and we have not been able to transfer a scholar to it from the Middle Schools, since September last.

At the present moment, therefore, there are about one hundred and twenty-five children waiting for room in the Oliver school house. And when we take into consideration the anticipated enlargement of our population consequent on the starting of the new mills, it is within bounds to say, that additional accommodations are demanded for at least two hundred grammar scholars.

At the same time, the High School will soon require more room; and in addition to the schools of lower grades already in operation, our successors will be compelled to establish immediately at least one middle and two primary schools. And let us pause to remark that the word compelled, in a Lawrence school report, has a significance of a very emphatic character.

What shall be done? Shall we advise temporary expedients? We should be right glad to do so; if every thing of the kind, thus far, had not proved more expensive in the end, than it would have been to do what is needful in a substantial and permanent manner at once. No—the necessity must be looked point blank in the face. The only alternative according to our judgment, is, either to enlarge the Oliver House to twice its present capacity or more, or to build another Grammar School.

And between these two plans, we do not hesitate for a moment. The subject has engaged our long and serious attention. We have examined it we believe, in every point of sight. Especially have we done so in reference to its bearing on our existing system of schools. And in view of its present advantages, and the plain increase, those advantages would derive from an enlargement of the Oliver Grammer School, taken in connection with other points that commend that plan, our unanimous conclusion is, to recommend it to the town in preference to the formation of another school.

To the details of some of these advantages, we ask the candid and enlightened consideration of our fellow citizens.

· I. This plan would allow to the High School the additional sittings it will soon require, which cannot be secured to it if the house be not enlarged.

II. Perfect classification is one of the very life-springs of efficiency in a school. Just so far as all the scholars that may be placed under a teacher can be classed together, there is not only an economy of time and labor, but also of interest, of intellectual excitement, and of power of mental discipline. In a common district school, where we find children in the alphabet on one bench, and scholars that are men and women grown, on another, and all split up into different classes, by twos and by threes, it is almost a wonder that any perceptible instruction can be accomplished. The prime advantage, therefore, of our existing gradation of schools, is, that a certain grade is made up of all the children of tender age and small attainments, another of those more mature in age and acquisitions, and so forward, until the High School is reached, that imparts instruction of the highest practicable character.

Now it is plain that the larger the number of scholars of

the same grade that may be convened in a single school, the more exact may be the classification. Two grammar schools, for instance, cannot arrive at the same perfection of organization, as would be the case, if the scholars of both were brought into a single school under an equal number of teachers.

This subject of classification may be dry and lifeless on paper, but to those intimate with the capabilities of a thoroughly organized school, it is full of meaning. And we consider it of the last importance to the perfect organization of a grammar school, that it should comprise so many scholars as to admit of a very exact classification. Therefore let the Oliver School be enlarged—let every class, under its appropriate teacher, be convened in its own separate room, apart from all interruption from others; and the ultimatum will be obtained, as we believe, of a model grammar school.

But we must consider some possible objections. It may be supposed, for instance, that it is a wild idea to gather many hundreds of children into a single school under a single head; that so far from any advantages being realized, all discipline and improvement must inevitably be sacrificed by it. Such a suggestion would have force, if an organization of the kind had not been fully carried out in repeated instances, and with the most triumphant success. Many school houses have been erected of late years, to accommodate such schools; constructed of a size to receive no less than eight hundred scholars, with a separate apartment for every class. We have had the pleasure of inspecting the practical working of some of these schools; and their order—their discipline—and the mental excitement, ambition, and energy, growing out of their complete classification are such, as to make us not only earnest, but enthusiastic, in recommending the same organization to our fellow citizens at this time. The Report of the Secretary

of the Board of Education for the present year, is occupied with arguments in its favor.

But there is still another point in this connection, of vital advantage to the progress of our Grammar School scholars, and only to be attained, with due regard for economy, by concentration in a single school. We have always a number of scholars, so many as, in a room of large size, would make a full division, who have attained considerable maturity of years, without a corresponding amount of knowledge. These are now distributed necessarily among the various classes; not only retarding the advancement of all, but from wide contrasts of age and otherwise, materially interfering with their discipline. For their own good, and the good of all others, such scholars should be gathered into a class by themselves, under a sub-master, who should bestow on them his entire time and attention. Such a class as this exists in each of the large schools of which we have spoken, and is an element of no small consequence in their discipline and success. One might be formed in the Oliver School, if enlarged; but if a second school should be organized, it would not be expedient to form in either a class of this description.

III. We pass to a third advantage that will accrue from enlarging the Oliver School, instead of creating a new one; and that is, the economy of such a plan. There will be a large pecuniary saving in two directions.

One is in the first cost of buildings and of land. For instance: The plan of enlargement we have matured, is, to attach to the present Oliver house transversely in the rear, a building of exactly the same size as the present building, and only differing from it by the addition of another story. Now it will be absolutely necessary for the town to maintain Primary and Middle schools in the vicinity, in any event; and therefore, to purchase the land on

which the Oak street school house now stands, or an equivalent for it. Since, then, the Oliver house is seventy-two feet long, and the lot is seventy wide, the only land necessary to carry out this plan of enlargement, (beyond what the town now owns and must needs purchase at any rate) is a strip on either side, wide enough to pass by the new part of the building, from front to rear.

On the other hand, if a separate Grammar school should be decided upon, land enough must be secured, sufficient not only for the immediate purposes of the building, but also for good sized yards. For there will be no Common near, to be used, by the children; and we are all aware that they will play somewhere. And it would be a great public inconvenience, to force them to make a play ground of the street. Now an amount of land in any thickly settled section of the town, sufficient to answer these necessities, could not be obtained short of several thousand dollars.

Also, when the amount of room is considered, the plan we recommend will be more economical than the other, in the first cost of the building. We propose, both for school purposes and architectural appearance, to build the addition three stories high. That would be more expensive, of course, than two stories. But the present rear wall of the Oliver house would constitute so much of the side of the new part; the eight windows now in it, will supply one end; and the stone work on the corners can be used on two corners of the new part. And when the fact is taken into view, that an entire floor will thus be gained for the use of the school, it needs no figures to prove, that there must be a considerable saving of expense in comparison with a separate building of the size of the present Oliver house.

But a still more important pecuniary advantage to be secured by enlarging the Oliver house, instead of establishing another school, arises from the saving in current expenses. The assistants in the school, although enlarged, may still be all females; while if another we established, it must have a head master. Suppose then, the enlarged school to contain six hundred scholars. At the present rates of salaries, allowing one teacher to every fifty scholars, the expense of tuition would be \$3175. But if the same number be separated into two schools, since two master's salaries are to be reckoned, the expense would be \$3650. Thus, all things equal, the saving in tuition alone, would be about five hundred dollars per annum.

Allow now, to the enlarged school, an exceptional class under a sub-master, as has been recommended, and as he would take the place of one female assistant, he might be paid a sufficient salary, and still several hundred dollars be annually saved.

There would be a saving also we believe, in various incidental points, that we will not delay to mention.

IV. We advocate the enlargement of the Oliver house, because if at any time it should be deemed judicious to separate the sexes into distinct schools, it can be done at any moment, according to our plan, at a very trifling expense.

V. The Oliver house is centrally situated, and even if there were no stronger reasons for its enlargement, the fact that the sections of the town on either side of it would have equal claims to a new house, and it would be difficult to decide between them, constitutes a valid ground for the increase of these central accommodations instead.

VI. A point of great importance still remains. The first class in the Grammar School now attends the experimental lectures on philosophy in the High School; and our successors will be able still farther to complete the plan, until the Grammar School shall reap full advantages from the apparatus, in every branch of science. Now if the

school be divided, it would be difficult to accomplish this for the new school; and thus a means of education of decided value, would be greatly abridged.

PLAN. We will not dwell further on the advantages of the plan we recommend, but will enter into some details of its peculiarities. Its general features we have spoken of. We advise, as has been said, an addition to the present Oliver house, of about the same size as the present house, attached to it transversely in the rear, and running up one story higher; the first and second floors to be divided each into four rooms, with an entry, and the third floor to be retained as a hall for the whole school to gather in, for general exercises.

We propose, further, to change the stairways from the front to the rear of the present building, so as to answer for the entirc house when enlarged—entrance through the existing side doors. The front landing entries will thus become recitation rooms, and the lower entries will be attached to the High School only; which school will occupy the whole lower floor of the present house for its various purposes.

Thus we shall secure room enough for the High School, room enough for about five hundred and fifty sittings in the Grammar School, and two rooms besides, for a Primary and Middle School.

In addition to this, the plan contemplates, when the farther necessities of the schools shall require it, a wing extending about forty feet towards Oak street. This wing will receive two hundred and fifty scholars; and the entire house will then accommodate various schools, as follows:

High Scho	ool, .					125	scholars.
Grammar							
Middle						60	66
Primary						80	66
J			Ť			 	£

Total, . . . . . . . . . . . . . . 1,065 scholars.

Thus, not only will present needs be subserved by our plan, but future increase largely provided for. And we respectfully submit it to our fellow citizens, in the hope that they will concur with us in believing, that such a noble institution, representing all the grades of our schools under a single roof, and all well accommodated, will be as creditable to our economy as to our enterprise; and will minister to our interests as fully as to our pride.

We have remarked that the plan we urge includes conveniences for a Middle and a Primary school; thus obviating the necessity of building any additional house for these lower grades the present year. Therefore, so far as school houses are concerned, we have no further communication to make, except as regards the Unitarian vestry. It will be necessary to continue the school now kept in that building. It is large enough to accommodate still another; and it is in our power to state that if the town should see fit to purchase it, the agent of the Essex Company has consented to have it occupy its present position, if desired, at least two years; and in the contract for the use of the house, it was stipulated that the town should have the refusal of it at the expiration of the lease, (March twenty-third.) at a stated sum, viz: five hundred and fifty dollars. It is proper to state, also, that the assessors of the Unitarian society decline to rent it any longer, as they wish to dispose of it this Spring.

We content ourselves with this statement of facts; and leave the action to be taken upon it, to the discretion of the town.

#### ESTIMATES FOR CURRENT EXPENSES.

It will be necessary to increase the number of teachers by an average of five for the entire year. There will then be needed for

Salaries,											\$8,775	06
Fuel, .											600	00
Care of hor	uses,			•		٠		• .	٠		350	00
Incidental e	expen	ses,	٠					٠			300	00
Books for t	he po	or,		•	٠	٠	•			•	250	00
	2.0											
Total requir	red fo	or cu	rre	ent	ex	pen	ses	, .	•		\$10,275	00

We do not include in this summary, any allowance for such items as seats, new furniture, stoves, and items of the like character, which the experience of past years forces us to anticipate will be required. But we have made a candid statement of every thing that admits of a definite calculation.

And, in closing this part of our report, we commend to the consideration of our fellow citizens, the fact, that in the above estimates, the ratio of expenditure in every branch, to the number of children, is considerably less than in past years. The increase of accommodations, and of appropriations for current expenses that we ask for, is demanded imperatively by the growth of the town, and the great increase of children.

All which is respectfully submitted.

GEORGE PACKARD,
J. G. RICHARDSON,
G. H. CLARK,
H. F. HARRINGTON,

# ANNUAL REPORT,

OF THE

# SCHOOL COMMITTEE,

OF THE

CHARLES LINES

# TOWN OF LAWRENCE,

FOR THE

YEAR 1851-52.

LAWRENCE: haves, book and job printer, courier office. 1852.

# 291001.491

## REPORT.

THE SCHOOL COMMITTEE of Lawrence hereby respectfully submit their Fifth Annual Report.

The relative standing of this town in providing the means of Education still continues high and most honorable. From the Report recently made to the Legislature by the Board of Education, it appears, that in its appropriations for the support of Schools, Lawrence stands first in Essex County, and ninth in the State. Upon the table which shows the average attendance of children upon the Public Schools, as based upon returns from the several towns in April 1851, this town stands nineteenth—a position which we fear will not be sustained by the Report now to be made.

The system of Schools established by previous Committees is now in full and successful operation, and consists of seven Primary Schools, six Middle Schools, two Mixed Schools, (so called as from their location they must receive scholars of the two preceding classes,) two Grammar Schools, and one High School. In all there are eighteen Schools, and there are employed twenty-eight Teachers, besides the Teacher of Music,

The following table of the Schools, in their respective classes is prepared to show the number of Scholars upon the Register, of the different Schools, for the Summer term of 1851 and the present Winter term, with the percentage of attendance in each—the number over 15 and under 5 years of age.

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SCHOOLS.  SCHOOLS.
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	E 88		
	- 138 - 138	=	
	South Side, 21, 31, 53 Oliver School House, 136 183 319	use,	
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E.S.	Side,	School	
HOC	n, South Side, .	iver 5	
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<u> </u>	· × × ′ ′ ′ ′ ′ ′ ′ ′ ′ ′ ′ ′ ′ ′ ′ ′ ′	ah,	
GRAMMAR SCHOOLS.	ield, alton, Gage, F. Brown J. Knox, Chubb,	Gerri HOO	
3	Geo. A. Walton, A. L. Gage, M. B. F. Brown, Abby J. Knox, Mary Clubb, Myra Robinson,	(R. A. Gerrish, )]  HIGH SCHOOL, Oliver School House,   14   33   47   81	
	HO STRATSIS	A (R	
	500210515		

The High School was under the care of Mr. T. W. T. Curtis, Principal, and Sarah B. Hooker, Assistant, to the first of July 1851, when much to the regret of the Committee, Mr. Curtis resigned his office. For the remaining four weeks of the term, Rev. Mr. Harrington kindly officiated in his place.

The Autumn term was commenced by Mr. C. S. Pennell, whom the Committee had elected to the office of Principal, with Miss Hooker as Assistant, and the School continued under such organization, until Miss Hooker resigned her office and duties Jan. 21, a step deeply lamented by the Committee and the School, with the Parents of the Scholars, and the many who had witnessed her peculiar aptness in teaching. The office of Assistant is now temporarily filled by Miss Gerrish, of Newburyport.

In this connection, we would state that Mr. Fairfield, the Teacher of the Grammar School, South Side, was seized in the November vacation with a sickness, which has proved severe and protracted. The Committee immediately placed over the School Mr. N. Dana Wells, one of the most advanced Scholars in our High School, who has performed very faithfully and acceptably the duties of that situation. We trust that Mr. Fairfield will be able to return to the School at the opening of the next term.

From the above tables it appears, that the number of Scholars upon the Registers of our several Schools is as follows:—

	Summ 18	er of	Aver. attend- ance.	Jan. &	Feb.	Aver. attend- ance.
Primaries			72 4-7			
Middle	1 1		72 1-5	5 1		
Mixed	1 1		71 77 1-2	2		
High				23		
	823	886	74 4-5	837	756	73

In our Primary Schools, there were under five years of age, in the Summer of 1851, 127 Scholars; in January and February, 1852, 70 Scholars.

In our Middle, Grammar and High Schools, there are of the age of 15 years and over, in attendance the present term, January and February, 1852, 118 scholars.

Total number of Scholars on School Registers in Summer of 1851, 1709; in January and February 1852, 1593.

The truly important recommendation of the School Committee of the last year, and which was deemed by them so vital as to involve, if not the being, certainly the successful operation of the system of Schools their predecessors had established, was adopted by the Town. The enlargement of the Oliver School-house has been made, by which greater and much needed accommodations are provided for the High School—the many rejected claimants for admission to the Grammar School are received, and two rooms in the lower story of the additional part are occupied by a Middle and a Primary School, thus presenting in the same building, our whole system of Schools.

The building, with the exception of one room in the lower story, and the beautiful Hall in the third story of the new part, is occupied, being in its whole interior arrangement, highly convenient and pleasant. There now belong to the four Schools kept in that building 618 Scholars, viz: High School 78; Grammar School 428; Middle 60; Primary 52. Total 618.

### EXPENDITURES.

### First - Outstanding Bills.

The School fiscal year closes April 1st. Our Teachers and Janitors are paid quarterly, and bills for Fuel and Incidentals must be incurred, until our Schools enter upon their Spring vacation, which commences on the third Saturday of March. The following bills have been approved, as contracted previous to April 1st, 1851.

Teachers salaries to April 1st,\$1	818	75
Janitorship, as per contract,	85	75
Rent of Unitarian Vestry,	40	00
School Chairs and Desks of Essex Company,		
provided for School-house on Oak street		
built by them,	67	00
Printing School Committee's Report of last		
year,	42	00
Repairs of School-houses by Plummer,	23	95
Repairing Furnace in Oliver School-house,	16	37
Rev. Henry F. Harrington, for money paid		
for plans of proposed addition to Oliver		
School-house,	10	$37\frac{1}{2}$
J. Casey, for splitting and sawing wood,	21	43
Potter & Brown, for Fuel,	30	57
Rent of Piano for High and Oliver Grammar		
School, \$10 each,	20	00
Chemicals for High School	3	91
Sundries,	7	<b>5</b> 9
-		

\$2187 691

### SCHOOL FUND.

Amount received from the State, .....

Appropriated to Apparatus and Chemicals, 74 54
Books for Teachers, Tables and Maps for
Schools, 43 38
Sundries for several Schools, 5 00
Piano for High School, part pay't, 120 39 \$243 31
In explanation of the last item, we would mention, that
the ordinary rent of a Piano is \$10 per quarter, that the
Committee were offered a good Instrument, as so pronounced
by competent judges, and made expressly for the Boston
Schools, at what they considered a reasonable price, \$180.
They thought the interests of the town demanded its pur-
chase, the balance unpaid this year to be paid from the
State appropriation of the next.
We now present the items of Expenditure under the ap-
propriation for School purposes of \$10,000-first, what has
been approved by us, to the time of making the Town's
Financial Report, and then the payments to be made, as
known or estimated, to April 1st.
TEACHING AND FUEL.
Salaries of Teachers to Jan. 1, 1852,\$6149 07
Fuel, (Coal and Wood) including the prepar-
ing of the Wood for burning, 658 65
Total for Teaching and Fuel, \$6807 72

FURNITURE. Set of Shattuck's Primary Chairs, ..... \$39 15

Towels, Curtains, Chalk, Bells, Tin Bowls, &c.

\$80 98

41 S3

243 31

### RENTS.

Haverhill St. Baptist Vestry for Middle School Lawrence St. Congregational Vestry for Divi-	\$50	00
sion of Grammar School,	33	00
	\$83	00
CARE OF SCHOOL HOUSES.		
Paid Crocker, Barnes and others as per contract,	\$249	25
Washing of School-room floors, contract extra,	7	75
	\$257	00
BOOKS FOR THE POOR.		
Paid J. C. Dow, and F. Grant, as per orders of Committee,		54
REPAIRS.		
Paid H. D. Clement for alterations and additions and repairs, in and upon the Oliver School-		
house, especially preparing a Laboratory for Teacher of High School,		08
J. H. Dana, for repairs to Furnaces, Stove Pipes, &c.,	39	38
St. School-house,		72
Divers repairs and alterations in various School- houses, as ordered by the Committee,		30
	\$368	48
PRINTING.		
Paid J. F. C. Hayes, Printing,	\$14	50

Paid J. F. C. Hayes for Teachers' Cards,	36	00
Paid for Committee's orders for books for Poor,	6	50
To paid for advertisement,	1	0 <b>0</b>
To J. F. C. Hayes, for Printing 1000 Labels		
for Books for the Poor,	3	00
-	\$61	00
	Фот	00
INCIDENTALS.		
Freight, Postage, moving Furniture, &c.,	\$18	44
Rent of Piano for use of High School till one		
was purchased,	17	50
Rent of Piano for the use of Grammar School		
till Jan. 1,	30	00
F. Grant for Ink, Tassels, &c.,	9	17
	\$75	11
To the above sum of Expenditures we are to	π	
uarter ending April 1st,	uaa, r	01 0110
Salaries of Teachers,	\$201 <b>2</b>	50
" " Janitors,		
Fuel for the remainder of term, as estimated,.	50	
	15	00
Printing Report and sundries, as estimated,	45	
	\$2211	24
Sum of Expenditures, as paid and estimated,1	0,143	17
Amount of Appropriation,1	0,000	00
Excess of Expenditures,	\$143	17
	47	
ESTIMATES FOR 1852—3.		
Salaries of Teachers, as our schools are now		
organised,	\$8350	00
,		

It would be safe to estimate for three addi-	
tional female Teachers, for the year, \$225	
per annum,	675 00
Fuel, two additional furnaces being considered,	800 00
Care of Houses,	420 00
Books for the Poor,	200 00
Repairs, which have always exceeded past	
estimates,	175 00
Printing, and miscellaneous current expenses,	150 00
_	
<b>\$10</b>	720 00

\$10,720 00

To this sum, demanded to meet the current expenses of the ensuing School year, we ask the addition of a special and comparatively small appropriation; and we do it congratulating the Town that its wants do not imperatively demand, as aforetime, that one or more School-houses be immediately erected, or wholly provided with suitable furniture. We are desirous that the beautiful Hall in the third story of the addition to the Oliver School-house be so furnished that it may be used. In the plans of that addition, laid before the Town, it was designed that a small section of the Hall should be fitted with forms and chairs for the accommodation of the advanced division of the Grammar School; and the remainder of the room should be fitted with settees to allow the lower divisions of the School to unite with the highest in general exercises—as in arithmetic, geography, singing, or the devotional services of the morning. Great advantage would result, we think, from thus occasionally convening the whole School. Besides, this Hall is needed for the public examinations of the Grammar School, and, perhaps, of the High School. Your

Committee regard it important that the Hall be now partly furnished, to answer its intended purpose. They ask the Town, while deliberating as to the answer which the request should receive, to examine the Report of the Building Committee for that additional part. By that Committee \$700 were appropriated for providing the furniture first needed. Of that sum \$624 were expended for that which was immediately necessary. The balance was too small to allow us to do any thing in the Hall, and we concluded to lay the matter before the Town, and ask for a special appropriation. Its estimate is as follows: To provide

Two TABLES, one to take the place of the	
Master's table, to be removed from the	
room below, and the other for his Assistant,	\$18 00
Forms for 60 scholars, of the kind in the	
rooms below,	120 00
Chairs for 60 scholars,	39 00
SETTEES for 525 persons (scholars and visi-	
tors),	259 00
Total -	<b>5.426</b> 00
Total,	2420 00

One of the Board to whom the superintendence and direction of our Schools were intrusted by the town, Doct. M. L. Atkinson, has, during his official year, been taken away by death. His active, business connection with the Board, was for a few months only, when he was prostrated by a severe and unusually protracted sickness; but he was associated with us in counsel and action, sufficiently long to prove himself an earnest and energetic friend of universal and thorough Common School Education. He has ceased from his labors, emphatically teaching all, by his departure, that "in the midst of life we are in death."

A few general remarks will close our report. This Town has ever done nobly for the education of its youth. No petition of past School Committees has been denied, which asked to provide what was "comfortable, convenient, and necessary," for the purposes of Common School instruction. The meaning of each of these three words from the laws of our State has been rightly apprehended; and the most ardent friend of the rising generation can ask no more of the Town for the future, than to continue on in the course thus far pursued.

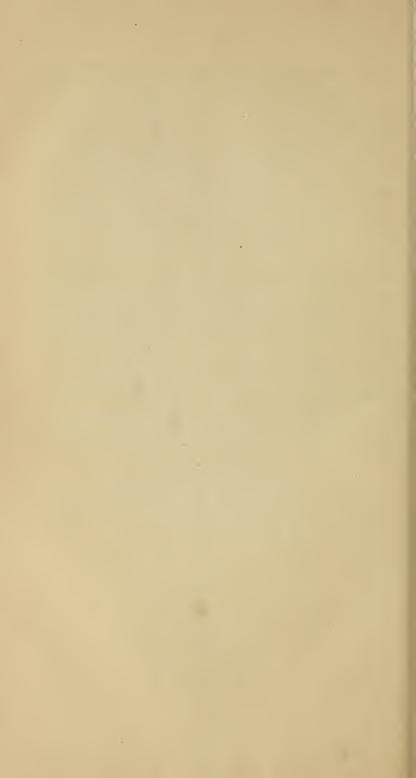
Our system of Schools, in our opinion, is the best that could be adopted by us; and of its many and manifest advantages some towns in our vicinity are so thoroughly convinced, that they are adopting it, so far as their circumstances will permit.

Our Schools are, on the whole, in a good condition. There is a difference between them arising, partly, from the diversity in the qualities of individual teachers, but more from the diversity of the materials which make up the different Schools. We could use commendatory language respecting many; but the general terms used above must suffice.

But, although such is the system, and such the general character of our schools, we are confident that many children of our town are receiving but little, if any, advantage from them. Here, as everywhere, the class most needing constant instruction, and whose time for obtaining it is necessarily very limited, are the most irregular in their attendance at School, and the most uninterested when they happen to be present. The Town may provide for their education most liberally—the Schools may be of the highest character, and the School Committee may be most faithful

in the performance of their duties, but unless the parent co-operates - unless the father or mother is sufficiently interested in the subject to insist upon the child's punctual and regular attendance, it will be in the streets, when it might be, and should be, availing itself of its great privileges; learning evil, when it might be acquiring what would be for its profit. For this great evil we are not sufficiently wise to suggest the remedy. The law we trusted would aid us: and we hope the present Legislature will so interpret its own acts as to enable the Committee, which the Town may appoint, under the bye-laws enacted last Spring, to arrest-by their own power, and not through a constable -every child who is a truant or habitual absentee from School. This is the only kind of suasion which would be effective in the case; but if not empowered to use this, something may be done by the voluntary and philanthropic efforts and entreaties of neighbors towards influencing indifferent or negligent parents. Some might engage in this mission of mercy, and find their efforts richly rewarded.

> GEORGE PACKARD, CHARLES S. S'TORROW, JAMES D. HERRICK, N. W. HARMON,



# ANNUAL REPORT

OF THE

# SCHOOL COMMITTEE,

OF THE

## TOWN OF LAWRENCE,

FOR THE

YEAR 1852-53.

LAWRENCE:
PRINTED AT THE COURIER OFFICE.
1853.

### REPORT.

THE SCHOOL COMMITTEE respectfully submit to the Town their Sixth Annual Report.

In accordance with the last two Annual Reports, the Committee first give the relative standing of the Town. From the returns of the several towns as arranged by the Secretary of the Board of Education, the table "Showing the comparative amount of money appropriated by the different towns, for the education of each child in the Town between the ages of 5 and 15 years," ranks Lawrence the first in Essex County and the twenty-third in the State. The table "in which all the towns in the State are numerically arranged according to the average attendance of their children upon the Public Schools for the year 1851—2," assigns to this town only the sixty-ninth place, whereas the year previous, it ranked the nineteenth.

Our Schools now number nineteen, one having been added during the year. Our Teachers now number twenty-eight—the same as at the close of the previous year.

The following table presents the different grades of Schools, their respective Teachers, the number of Scholars, per centage of attendance, &c.

		3	ume	Summer Term	rm.			Fail Term.	T'e	cm.			11	Winter Term	Ja T.		
PRIMARY SCHOOLS.  NAMES OF TRACHERS.  LOCALITY.	<u>x</u> 8	Scholars on list.	19.3	To Pret. Un-		Cyel LS.	enola	Scholars To- Pret, on list, ital, of att.	Prot.		Dyer.	in a	Scholars To-		Pr ct.	der5.	15.5
Jennie Wells,		.33 73	137	28.	3.50							£8888	. 82 8. 5	50	£ 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	1- 12 4	
Harriet Pierce,	44.63.62	85 4 4 6	7.3 97.3	2000	25 th th		2488 288 382 566 566	28   92 28   66 30   60	8888	25.00		855	28.83	& & & & &	8587	0 I 2 c	
Banica J. Twombly, Oliver School House, Sarah A. Whitney,		52	101	48	3, 2,	~~~						£ 8	55	45	2.5	33	-
Harriet Bagley, Swaring Street, Newbury Street,	394	344				\ક્ર <b>્</b>	388	5 553	1			309	600	538			
MIDDLE SCHOOLS. I. F. Tobie, South Side, Proceeding Street	333				rO.			41 30 41		9	-	8 8 8 8 8 8	200 11 288	48 44 56	<u> </u>	4	
M. B. Stevenisser, Amesbury Street, Shism A. Whitney, Onk Erreet, and Parisher at Oliver School House, Oliver School House,		3888	\$ 65 G 5	E & & 8		~~~~	17 97 35	98 45 15 49 31 66	8.22			~~~~ % <del>6</del> %	38 28	21.88	75.00		
Susan Homer,	104		-103			!=~	36	59 562	1 -			3195 3195	148	313			
MIXED SCHOOLS. F W Richardson. Tower Hill,	20 40	35.22	4.8	87	13	لتتسا		92 92 57	0.10	<b>⊙</b> ∞		88	00.9	9 8	35	3 4	-
Caroline Mitchell, Prospect Street,	03	49				~~	54	44 98				28	98	3			
GRAMMAR SCHOOLS.	23	37	3	78		ري 	8	24 45	08		a	 	8,	19	 2		<u> </u>
	150	055		803		~~~ <del>~</del> ~~~	91 091	189 328			51	803	500	403	803		49
	813	1957	470				187	513 490				18	826	0.4			
G. S. Penrell,   C. S. Penrell,	1.0	98		ű,		~~~~   <del>%</del>	<u> </u>	55 67	<u></u>	13	8	~~~~	43	19	eg eg	13	S   S
	-	_		_	681	S 92	-	-	-	21-1-2	-				V	- Ł	2

From the preceding Table it appears that the number of Scholars upon the Registers of the several classes of Schools, is as follows:—

	Summer T	erm 1852.	Fall	Term 1	852.	Win	ter T	Cerm	'52 <u>-</u> 3.
	M. F.	Tot. Pr. ct.	м.	F. Tot.	Pr. ct.	м.	F,	Tot.	Pr. et.
3 Primary Schools	394 384	778 701	288	265 553	79	309	229	538	76
5 Middle "	204 137	391 719	136	129 265	841	195	148	343	$76\frac{2}{3}$
2 Mixed "	60 49	109 751	51	41 98	801	58	36	94	67
2 Grammar "	213 257	470 791	187	213 400	821	231	228	459	80 1-6
1 High "	5 36	41 72	12	55 67	84	13	48	61	82

In our Primary Schools there were under 5 years of age, in the Summer Term of 1852, 170; Fall Term 1852, 119; Winter Term 1852—3, 76.

In our Middle, Grammar and High Schools, there were of the age of 15 and upwards, in Summer Term 1852, 79; in Fall Term 1852, 76; in Winter Term 1852—3, 110.

On the first of May we found the whole number of children in town between the ages of 5 and 15, to be 1660.

At the commencement of our year of service, an examination of applicants for the Assistant Teachership in the High School, was held, and Miss Jane S. Gerrish, who had been performing the duties of that situation upon a temporary engagement, for a few weeks at the close of the previous year, was elected. The other 27 Teachers were re-elected. Knox, an Assistant in the Oliver Grammar School was unable from ill-health to resume her duties at the commencement of the year, and Mrs. J. A. Goodwin was persuaded to take charge of her Division. Miss Knox returned at the opening of the Fall Term, but requested that a Middle School should be assigned her, and Mrs. Goodwin kindly continued her charge of the Division until Jan. 8th, 1853, when to the regret of the Committee and the Scholars under her care, she relinquished her efficient and successful labors. In three other divisions of the Grammar School, there have been changes, the Teachers over them with whom we commenced the year and whom we greatly desired to retain, having re-

tired from our service. Of the Seven Divisions which make up the Oliver Grammar School, four lost faithful and energetic teachers. There have been also the resignation of Miss Hoyt, Teacher of Primary School, South Side, May 13th, and whose place has been since occupied by Miss J. Wells; of Miss Susan B. Homer, Teacher of Middle School, Newbury Street, June 1st, whose place was filled by Miss Ann Mann, whose health failing obliged her to resign Sept. 10th, when Miss Homer was re-elected to that situation; of Miss Crosby, Teacher of Middle School, Oak Street, June 29th, but who is now in the Primary School, Newbury Street, during the allowed absence for the Winter Term of Miss H. Bagley, one of its Teachers: of Miss Maria Brown, Teacher of the Mixed School, Prospect Street, Feb. 1st, 1853, whose place is supplied for the remainder of the year by Miss Mitchell. Beside these changes, Miss Taylor was transferred at the commencement of the year from the Oak Street Middle School to one of the Divisions in the Grammar School, and Miss Stevens from one of those Divisions to the charge of Middle School, Cross Street. Upon the resignation of Miss M. Chubb, one of our most valuable Assistants in the Oliver Grammar School, Miss Abby Hale of the Primary School, Cross Street, was appointed to that situation, and Miss Harriet Pierce was elected to the vacancy occasioned by the transfer of Miss Hale. The vacancy caused by the resignation of Miss Anna L. Gage, Sept. 13th, was filled by the election of Miss Sarah J. Baker, of Nantucket; that caused by the resignation of Miss Robinson, by the election of Miss Elizabeth G. Macy, of Nantucket, and the Division that was under the care of Mrs. Goodwin, is now under the temporary charge of Miss Lucy C. Allen, of Northboro'.

Although the year commenced with about the same corps of Teachers, who, with but three exceptions, sustained the same relation to the Schools that they had previously done, the year has witnessed an unusual amount of change. From resignations (the causes of which were beyond our control), and the sickness to which our Female Teachers have

been unusually subjected, the year has been seriously broken, and, therefore, less profitable to the Schools, than it otherwise would have been. We have deplored the great evil occasioned by the resignation of Teachers, and have done what was practicable to prevent it; for we are well assured that the withdrawal of a good Teacher, though the vacancy may be filled by one in all respects equal, and indeed superior, is and must be, for the time being, prejudicial to the School.

On account of the opening of the Roman Catholic Schools in the August vacation, our Schools of the grades below the High School commenced the Fall Term with a diminished number of Scholars, as can be seen in the table previously given. Absentees, from this cause from nearly all of the lower grades of Schools were noted. After an absence varying from weeks to months, some of these Scholars returned; and though we were ready to receive them, and indeed gratified to have them enjoy with others the advantages afforded by our Schools, we consider it our duty to state, that their return has caused embarrassment in the School operations, and a hindrance to their proper advance. And in this way: The classes to which they belonged when connected with our Schools having a regular course of study prescribed them, advance from week to week in that course. In reference to that course the absent scholar stands still, if he does not recede. Upon his return, he is unable to enter properly the class to which he once belonged, and feels unwilling to connect himself with a lower. One or both of these consequences result. The scholar is disheartened, or the class is retarded by his back-The School, as a whole, suffers. attendance, from this and other causes, has seriously hindered our Schools from making that advance which an educational year should effect. Reserving to a distinct head the general subject of irregular attendance - a subject which imperiously demands plain and earnest remarks from us, and the attention of parents and citizens generally, -we now present more particularly the

### CONDITION OF OUR SCHOOLS.

#### PRIMARY SCHOOLS.

The importance of this grade of Schools, numbering eight, is not to be estimated by the size or attainments of the Scholars who compose them. Peculiar difficulties, requiring tact and patience in the Teacher, attend the charge of a Primary School. We are satisfied that our Teachers in this department are doing a good work, and that during the past year there has been a greater effort on their part not merely to teach letters, words and the reading of sentences as the text-book gives them, but to quicken into conscious life and activity the mental capabilities of the children under their care. This is as it should be, and although all may not have been done, in this respect, that is desirable, we think there are marked evidences of improvement.

### MIDDLE AND MIXED SCHOOLS.

There are six Middle and two Mixed Schools. Of these Schools, the Committee are able to report very favorably.—It is difficult to compare Schools, one with another, as from their different localities, the character of the children in attendance, so greatly varies. Did we regard it politic, we could designate two or more of the Schools of this grade, as accomplishing nearly all that could be reasonably expected. Of the whole, we are happy to say that they hold in our estimation a high rank.

### GRAMMAR SCHOOLS.

#### SOUTH SIDE GRAMMAR SCHOOL.

Of this School we are able to speak in terms of commendation. The Teacher faithful to his duty, and thorough in his teaching, has won in an unusual degree, the confidence and affection of his pupils. At the examination of the School at the close of the term in July, the first class in

reading appeared so creditably as to deserve a special notice. As a class, we have never heard it excelled, in propriety of manner, in distinctness of enunciation, in inflections of the voice, and in the apparently entire comprehension of the sentiment of the author. It was composed entirely of Misses. Considering the irregularity of attendance with many of the pupils, and the imperfectness of the early training of others, the School tells well for the labors of its Teacher.

### OLIVER GRAMMAR SCHOOL.

We have already spoken of some causes which have operated unfavorably upon this school. Still we consider it at a point of excellence never before attained. The subject of classifying according to qualifications, has received, during the past year, special attention The school has its seven Divisions; the 1st, or highest, being under the care of the Principal and his assistant, and occupying a section of the Hall. The six other divisions are in the rooms below, each under the charge of a female teacher. The classification of scholars is now so exact, that no one division has a scholar, which, in all respects, is equal to those forming the division immediately above it, and to each division is assigned by the Principal a certain range or section of study; advances are made from one division to another, as rendered necessary by the more regular attendance and better habits of study and superior natural abilities of some over other pupils. principle of advance being, that the child is to remain in a division until thoroughly acquainted with the section of studies assigned to that division and no longer, the regularly attendant, the naturally quick and the studious child, will pass on, leaving behind the irregular in attendance, the stupid and the indolent. Some parents have complained that their children remained too long in a certain division, but the Committee had heard that complaint long before from the teacher. Under such an arrangement of advance and retention, no teacher takes any pleasure in having a pupil become a fixture, and parents may infer from the facts complained

of, as well as from the weekly record, that the pupil, not the teacher, is in fault. This arrangement of well marked classes, makes every absence from school affect sensibly the scholar, seriously retarding its progress, and, in many cases, that of the whole class. The state of things induced, is thus clearly presented by a distinguished Teacher. "An unnecessary absence is not only prejudicial to the pupil who is absent, but is unjust towards the teacher and the rest of the scholars. To-day the teacher has, with great fidelity and labor, illustrated and fastened upon the minds of his class a fundamental principle in arithmetic, which is indispensable to the understanding of the principles which follow. To-morrow a pupil, who has been absent, presents himself. The class is ready to proceed but he is not. the Teacher dismiss him from the class? Kindness forbids it. But he must have the fundamental principle which the rest learned on the preceding day.

What shall be done? There is usually no remedy but for the Teacher partially to repeat the labor of the previous day, and for the punctual members to curb their ambition and wait till the delinquent is prepared to proceed with them. Indeed, by frequent absence of its members, the very class which might have moved on firmly and systematically, may become so distracted, that the patience of the teacher and the zeal of the pupils are lost, and the benefit of instruction almost entirely thrown away. The conscientious parent should be aware, that the question of regularity and punctuality involves higher principles than those of expediency or utility. It is a question of justice." The remarks, now quoted, apply to all our schools, but with special force to the Oliver Grammar School, as now thoroughly classified. Before this perfect classification was adopted, irregularity of attendance was a great evil, but now the consequences are far more prejudicial than before.

The first division, as we have stated, is under the particular charge of the Principal and his assistant, and occupies a section of the Hall. The Hall is now so far furnished as to

allow of the assembling of the whole school, and at the examination of the different divisions soon to be made in that Hall, we hope to see present many parents and friends of the educational interests of our Town.

#### OLIVER HIGH SCHOOL.

This School is regarded by the Committee, and we trust by the Town, with special interest. Although many of our youth are compelled, from various reasons, to forego the advantages of its three years course, a goodly number will be gathered within its walls, to finish their educational training for the active duties of life. The Pupils, being of an age to appreciate, in some proper measure, the advantages it affords, and engaging in a higher range of study, are rightly expected to evidence a regular and continual advance, not only in the amount of knowledge actually attained, but in what is more important, the capacity and mode of acquiring knowledge. In both these respects, the current year has been a marked year in the history of the School. Its Teachers, with a single eye upon their duty, have been assiduous in their endeavors to have each pupil perform, thoroughly and understandingly, its daily work. The public examinations that have been held, and the recitations that have been heard in the occasional visits of the Committee, have satisfied them, that the Teachers have labored, not only faithfully, but successfully.

The year has been signalized, by the graduation of a class that had been connected with the School three years. Diplomas to that effect were given to male and female pupils, seven in number. The class had been greatly reduced by withdrawal of scholars from the School, before finishing the prescribed term of study.

Two examinations for admission to the School have been held, — one Aug. 19th, and the other Aug. 30th. The whole of each of those days were given to this work, and twenty-two admitted upon probation. With too many of these, there was not the coming up to the standard of qualification pre-

scribed by the Committee that is desirable and indeed necessary. Circumstances seemed to justify a present departure, in some degree, from the fixed standard, but it was done with a protest upon the part of the Committee, that it should not be regarded as a precedent that was to be followed.

The following details of this School we present.

Average age of scholars at the present time, 15 37-41 years. Number 15 years and upwards, 52

Number of Pupils who, during the year,

have attended			to	Greek	3
"	"		44	Latin	48
66	66		"	French	41
23	46		66	Chemistry	16
• 6	44		66	Geology	8
٤٤	"		**	Physiology	30
1.0	66		66	Nat. Phil.	38
"	"		4.6	Geometry	20)
4.6	"		46	Algebra	47
66	"		"	History	58
66	46		"	Arithmetic	30
66	46		"	Rhetoric	27

Reading and Spelling by the whole School, — Compositions and Declamations.

There are two subjects to which the Committee would direct the special attention of their fellow citizens.

### FIRST, VOCAL MUSIC

It is known by most, that a vote was passed at a Town Meeting, held March 2d, instructing the Committee "not to hire any Piano for any School in town with the town's money, nor hire any Teacher of Music."

The subject was at an early date considered by the Committee, and the following is their recorded action:

Voted,—"That in view of the voteof the Town, passed March 2d, the Committee although unanimously of the opin-

ion that scientific instruction in music in our schools is highly desirable, consider it inexpedient to expend any money the current year for such instruction, but at the same time, would earnestly recommend the voluntary practice of music, as an exercise, in all our schools."

It was the first time in the brief but noble history of our town in educational matters, that it was thought unsafe or injudicious to entrust the whole regime of the Schools to these appointed by law for the supervision. It was done, and the Committee, by constraint, not willingly, submitted. We are assured, however, that the vote of March 2d, does not embody the sentiment of the town upon this subject; but on the contrary that if that sentiment had been fully expressed, this step backward would never have been taken. We might theorize upon this subject, but our theory might not be regarded. Our experience of the advantages derived from vocal music being taught in our higher grades of schools, is too limited to attach to itself much authority. We propose, therefore, to present the subject by extracts from School Reports in other Cities and Towns:

1st. Boston. An interesting Report is before us, bearing date, School Committee, Boston, Aug. 24th, 1837, in answer to petitions, "signed by sundry respectable citizens, praying that instruction in Vocal Music may be introduced into the Public Schools of the City." It is an elaborate and able document, and closes with the recommendation of the Resolve, "That in the opinion of the School Committee it is expedient to try the experiment of introducing Vocal Music as part of the system of public instruction," &c. The experiment was tried and it was so successful that it has become an important element in the Boston system of instruction.

2D. CHARLESTOWN REPORT OF 1849. "Vocal Music has been taught in the High and Grammar Schools by a skillful teacher and with good success. It needs no argument from this Committee to prove that it enlivens the school room, is elevating and improving in its influences upon the mind, is an important and healthful exercise of the lungs; that it tends

to soften the feelings and subdue passion, and that by acquiring a taste for, and a knowledge of this science, we are only cultivating one of the faculties which an all-wise and beneficent Creator has seen fit to bestow upon his children. We hope it may be continued as a branch of common education, for the healthful influence it exerts upon the discipline of the Schools, and for its happy and lasting effects upon the character of its pupils."

3D. LOWELL REPORT OF 1849. "Two lessons of half an hour each, are given each week to the Grammar Schools and to the two departments of the High Schools. There is but one opinion among those competent to judge of the success of the experiment which has thus been tried. The influence of the Music lessons on the pupils is pleasing and salutary, and the proficiency that has been made, and the accuracy which has been attained, are creditable to all concerned."

LOWELL REPORT OF 1850. "In the opinion of the teachers and the judgment of the Committee, the time given to the study and practice of Music in the schools, detracts nothing from any other branch of study, while it aids in the promotion of order, and contributes in no small degree to make the school-room what it ought ever to be—a happy place."

4th Lynn Report, 1852. "One important improvement, which we have introduced, is that of instruction in Music. Upon scarcely any measure have the Committee been so fully agreed as upon this. The experiment has answered all reasonable expectations. The Committee, after witnessing the exhibition in music at the examination of the Schools, were clear in the conviction that this process of instruction shoula be continued"

5TH. CAMBRIDGE REPORT 1852. One of the most interesting matters connected with the examination was the singing. When we say, that we were at once charmed by the melody we listened to, and convinced that the City wisely spends the amount appropriated for the salary of the teacher of Music, we are confident that every parent, every individual who attended any of the examinations, will give us credit for sin-

cerity. It is indeed highly gratifying to notice the proficiency already gained by many of the pupils, and believing as the Committee do, that nearly every scholar can learn to sing, as well as to read, we trust that this branch of education will continue to receive the fostering care of the City."

More testimony of this character might be adduced, but sufficient we think has been brought forward to sustain the remark before made, that when the town excluded the scientific instruction of Vocal Music from our Grammar and High Schools, a step was taken in the wrong direction. view of the extracts from various School Reports, now given, we surely can adopt the language of the School Report of Lynn, in 1850. "Long experience has demonstrated that the regular study and practice of singing, as an ordinary part of school education, are attended with the most beneficial results. It is found to be, 1st, a mental and moral discipline, giving exercise to the faculties of memory, reason and thought, as well as to the best affections and impulses of the heart; 2d, a mingling of amusement and attractive variety with the severer and more laborious studies; and 3a, a great blessing to each child in after relations of life, as a social, moral and religious being. All parents desire that their children should be able to sing, and a great deal of money is spent yearly, in partial and almost useless attempts to procure for them the requisite instruction.

In regard to the mere matter of pecuniary economy it would be a positive gain to the majority of parents, if scientific instruction by some competent and well paid teacher were introduced into our public schools; and most surely it would be a great gain to the morals and habits of their children." The first argument, that will bear the light, against the scientific teaching of Vocal Music in our Schools, we have yet to hear, and we must express the hope, that as a Town, we shall retrace our steps and prove that we are with the age, if not in advance of it, in every particular, that secures to our children the most complete education we are able to give them.

### IRREGULARITY OF ATTENDANCE AT SCHOOL.

We have already spoken of the evils resulting from irregular attendance at the Oliver Grammar School, and have stated in language that we trust is understood, what, and how great those evils are. Scarcely less are they in the other Grammar, the High and the Middle Schools, and they attend absences from the Primary. Who now, suffers evil from this cause? We answer, the absentees, the children regularly attendant, the whole community.

First, - The absentee suffers not only the loss of what he would learn, were he at School, but, in part certainly, the remembrance of what he did learn when in attendance. His small acquisitions are made in such separate, disconnected parcels, that to retain them in remembrance, requires a memory of unusual power. Again, - The absentee is necessarily uninterested in what is required of him, when at School. Most subjects of study are so arranged, that the lesson of to-day is to follow that of vesterday, and to precede the one of to-morrow. This order is to be observed, consequently, the absence of to day, by withdrawing the connecting link of the lessons preceding and following it, takes away very much from the interest and profit of studying to-morrow's lesson. Hence, every teacher testifies, that the frequently absent scholar is little interested, when present, and also, that from this want of interest, and from his acquiring knowledge in this fragmentary manner, most of which is forgotten, he is but little profited, if any, by his occasional attendance. The absentee surely suffers.

Second, — The children, regularly attendant, suffer. They must be kept back to allow those in the rear to come up. A principle in Arithmetic is clearly explained in the morning to a class numbering twelve, ten only present. The ten perfectly understand the principle, and are ready to apply it in the afternoon, when the absentees present themselves. Nothing can be done, until these two acquire some knowledge of the principle which was the special subject of the forenoon's

lesson. The Teacher gives ten minutes to it's imperfect explanation, and partially comprehended by the two, the class proceeds. By this operation, the ten have lost ten minutes each, the time required to explain it to the two; the class, as a whole, have lost onehundred minutes by the absence in the morning, of these two scholars. Again, a class of ten is called up to read, - six of whom, are regularly attendant, and rapidly improving Scholars,—the other four being only occasionally present, and when present, as uninterested, as they are uninteresting. The six having studied their reading lesson read with but few mistakes, quite fluently, - the exercise occupying twelve minutes. The 7th, the first of the irregularly attendant, begins. He hesitates, stumbles, stops. He begins again, and going through the same interesting process, at last finishes his sentence. So with the others; and 12 minutes have been thus spent. Saying nothing of the amount of profit accruing to the four, we ask of what imaginable profit has the time which these four have consumed, been to the other six? The regularly attendant children most surely suffer the loss of time and patience from the irregular attendance of others. An actual robbery of the precious time of ten children is thus perpetrated by two, a robbery not recognizable, perhaps, in the civil statute, but which certainly is, in the great unyielding law of right.

Third, — The community suffer, by being unnecessarily taxed. It now appropriates a sum sufficient to afford the means of instruction to every child within its limits. On account of the irregular attendance, the average number, actually deriving benefit from its appropriations, is only 75 per cent., or 75 out of 100, three-fourths of the whole. If the provision made be ample for all, (and it must be so made, as at times nearly all are present,) and but three-fourths derive any benefit therefrom, one-fourth of the appropriation is actually lost to the town.

But in another respect, of more consequence than dollars and cents, the community suffers, and that is in character. The character of a community, as of a family, is made up from the contributions of its individual members. The ig-

norant and vicious contribute their quota as well as the enlightened and virtuous. When we look upon some children, whom we almost daily meet in the streets, under no government at home and under no restraint abroad, idle, profane, and insolent, we cannot but think of the fearful contribution they will ere long be rendering to our character, as a community. If these children are to remain with us, the law of self-preservation demands that some municipal action shall be at once taken to enforce their regular attendance at school. Monarchical countries have done this, how much more needful that it should be done in a republican country.

A closing word to parents. See to it, that your children are at School regularly and punctually, unless necessarily detained therefrom. From sickness or stormy weather it may be your duty to keep them at home, but such cases come under the head of necessary absences. You are not sufficiently aware of all the evil consequences resulting from unnecessary absence, some of which we have stated. "It is no matter if you do stay at home this once," too often says the parent to the child, but it never is, or can be, said with truth. It is matter. Your own child receives an injury and a greater one is inflicted upon his schoolmates. A sense of right, as it regards him, and a sense of justice as it regards others, alike forbid the repetition of such a remark, or of the act that it accompanies. You may not be conscious of it, but you utter an untruth, in saying it. Last Summer, in the latter part of June, but particularly in July, our Schools, from the highest to the lowest, presented a most pitiable scene. One visiting them who had seen them in April or May, would have been shocked at their emaciation, and would have anxiously enquired the cause. Some of the Schools had fallen away one half, and no satisfactory reason could be assigned. The town was unusually healthy, the summer not oppressive, but the Schools were unusually thin. investigated the matter, and the result arrived at seemed to be that one left School because another had, and they together, induced a third to do the same, who contributed a third more power to operate upon the fourth, and so on, -i. e. staying at home became rather fashionable. That lamentable fashion, we seriously hope, will not be in vogue the coming summer, and we are confident it will not be allowed to creep into families whose parents are made sensible of the many evil consequences resulting from the absence of their children from School. If the views we have expressed are as important and weighty as we regard them, and they had been generally entertained by parents, we believe that three-fourths of the absentees last summer would have regularly taken their places in the School Room, and the last month of the term, though it was in July, would have passed more pleasantly to the children than it did, and far more profitably to their bodily and mental and moral health.

#### EXPENDITURES:

## First, — Outstanding Bills.

The School Fiscal year closes April 1st. The Salaries of the Teachers and Janitors are fixed, and therefore it is known what will be the amount of their quarterly payment until April 1st. All other expenses are to be conjectured, and often, through the carelessness of the holder, demands are presented which date back many months. Accuracy, therefore, in the conjectured expenses, that must be approved by a succeeding Committee, cannot be rightly expected.

The Committee of the year 1851-52, taking into account what was known would be due to Teachers and Janitors, and what was only estimated, fixed the sum at \$2211.24

The Committee have approved the following	g Bills.
Teachers' Salaries to April 1st, 1852,	2027 17
Janitorship as pr. Contract, and Bills rendered,	142 87
J. F. C. Hayes, Printing 1000 School Com. Reports,	33 80
" Cards for Oliver High School,	10 00
	2213 84
Amount carried forward \$	2210 C4

Amount brought forward,	2213 84
addition was finished, and old part repaired, and cellar,	19 59
with sundry repairs,  Potter & Brown, for Fuel	8272
J. C. Dow, Books for the Poor.	35 13
D. S. Swan, Fuel,	4 20
II. Plummer, Lumber and Work on Repairs of School	4 20
Houses,	17 82
Hardy & Marshall, Glazing and Painting,	987
W. G. Rogers, for Keys and Locks furnished at various	301
times,	3 35
John Casey, for sawing, splitting and piling wood,	26 00
Geo. A. Walton, Rent of Piano 1 quarter, to April 1,	10 00
B. H. Clark, Brooms, Chalk, Mats, &c	5 85
J. H. Dana & Co., Grates, &c.,	12 18
Geo. A. Walton, for attendance Cards,	4 50
Sundries in five bills,	2 25
John Casey, for washing School Houses,	4 50
come cases, for washing consor ironsoc, treeter	
	\$2451 80
	***********
SCHOOL FUND.	
Amount Received from the State,	\$367 35
Appropriated to Globe, Maps, &c.,	41 59
Books for Teachers' Tables,	13 53
Apparatus, Chemicals,	929
Balance paid on Piano for High School	
Tuning same,	100
	\$130 38

Of the balance of this Fund, now unexpended, the Committee have made such arrangements for purchasing Books, Maps, Apparatus, &c., as will require a considerable portion, and they recommend that what remains should be passed over as a distinct account to their successors in office.

We now present the items of Expenditures under two heads, — the School House Department and the School Department.

#### SCHOOL HOUSE DEPARTMENT.

Balance of year 1851-52 unexpended,	495 56
Amount appropriated,	200 00

### FURNITURE.

W.G. Shattuck, Desks, Chairs, Tables, for Hall of

Oliver School House,	238 30 187 50
Freightage and Trucking of Furniture,	13 30 44 05
	\$483 15
REPAIRS.	
H. D. Clement, Snow Fender to new part of Oliver	
School House,	90 00
Fences, &c.,	234 60
J. H. Mathes, Glazing and Painting, Hardy & Marshall, " "	32 40 4 88
W. R. Page, Lumber and Work for Partition in	200
Jackson street House,	18 25
houses,	33 30
J. H. Dana & Co., Grates, Funnel, &c.,	15 10
H. G. Howe, putting in Drain for cellar of Oliver School House, grading yard,	39 35
Robinson & Tredick, Zinc, Funnel, &c.,	20 74
Sundry Minor Repairs,	8 21
Henry J. Livermore, materials towards Repairs, W. G. Rogers, Repairs on Locks, Keys, &c.,	
	\$507 94
Furniture,	483 15
Repairs,	507 94
	\$991 09
Amount overdrawn,	295 53
SCHOOL DEPARTMEN	NT.
Balance unexpended at the making up of last yea nancial Report,	
Appropriation,	
	\$1279995
Outstanding Bills already given,	2451 80

TEACHING AND FILEL

TEACHING AND FUEL.	
Salaries of Teachers to Jan. 1, 1853,	
Ç0010 C0	
CARE OF SCHOOL HOUSES.	
Paid Barnes, Casey, and others, as per contract, 289 38 Washing of School Rooms, out-houses &c 900	
\$298 38	
BOOKS FOR THE POOR.	
J. C. Dow, as per orders of Committee 51 29	
1NCIDENTALS.	
Printing and Advertising,	
\$28 17	
To the above sum of Expenditures we are to add for the quarter ending April 1, 1853.  Salaries of Teachers,	
\$2319 62	
SUMMARY OF ACCOUNTS OF SCHOOL DEPARTMENT.	
Amount unexpended at the making up of last year's Fi-	
Paid Barnes, Casey, and others, as per contract, 289 38 Washing of School Rooms, out-houses &c 9 00  \$298 38  BOOKS FOR THE POOR.  J. C. Dow, as per orders of Committee. 51 29  INCIDENTALS.  Printing and Advertising, 700 Bean & Whittier, removing Piano from Oliver School House to Depot, in 1851. 150 J. W. F. Barnes, moving wood, also Stones and Dirt from cellar of Oliver School House, 13 80 F. Grant, Ink, &c., 135 Sundry Small Bills for Expresses, &c., 452  To the above sum of Expenditures we are to add for the quarter ending April 1, 1853. Salaries of Teachers, 2069 00 Janitorship 2069 00 Janitorship 125 62 Fuel for the remainder of Term, as estimated, 50 00 Sundries as estimated, 75 00  \$2319 62	
Amount of Appropriation,	

Amount carried forward,.....

\$12799 95

Amount brought forward,	\$12799 95
Outstanding Bills,	2451 80
Teaching and Fael,	6945 89
Care of School Houses,	298 38
Books for the Poor	<b>51 2</b> 9
Estimated Expenditure for Quarter ending April 1,	
1853,	.2319 62
Total	<b>\$12066</b> 98
Balance,	732 97
Amount received from Methuen for Education of cer-	
tain children,	184 50
Amount on hand,	\$917 47

We wish to make a single remark in reference to the expenditures above recorded. The only portion of the account that will excite any surprise, is that of Repairs. The Snow Fender upon the new part of the Oliver School House, incomplete without it, was imperatively demanded. A fearful accident came very near occurring last winter, and we considered it our bounden duty to insure as far as we were able, the lives of the children, that without its protection were greatly endangered. Then, it should be known, that, here, as everywhere, Public Property is too much looked upon as Common Property. Our fences are torn down and the materials are carried away; our doors are wrenched off, and we see them no more; our windows are broken by boys who would not think of committing the same outrage upon private property. At the close of the Summer vacation more than 40 lights in one school house, were found broken. The wanton destruction of property belonging to the School Department, always lament. ably great, has been greater the present year than ever before, and accounts in part for the large bill of Repairs.

#### ESTIMATES FOR THE ENSUING YEAR.

The year before us will witness a considerable increase in our population. The section of the Town which includes the Pacific Corporation, will in all probability require the establishment of a Primary and a Middle School, near the junction of Common and Turnpike Sts. The School House on Newbury St., which has two schools in it, a Primary and Middle, can accommodate but a few more scholars. If there is to be any increase in that portion of the Town, another Middle School will be demanded. In all other parts of the Town, the present houses will answer all demands that may be made. The necessity may therefore exist to rent

two or three rooms, and provide as many teachers. mand will require an increased expenditure of salar say for nine months	\$505 25
Rents of such rooms, for nine months each,	120 00
	\$625 25
Teachers Salaries, as at present	8 275 00
Teacher of Music, Salary,	300 00
Fuel Estimated	800 00
Care of Houses "	400 00
Books for the Poor "	100 00
Repairs, "	400 00
Miscellaneous current expenses	150 00
Amount necessary for the three Schools proposed	
above	. 625 25
	\$11,050,25

With this exposition of the Financial affairs of the Department entrusted to our over-sight, and of the Schools, an object of special interest to every lover of his country and his kind, we submit our Report to the examination of our fellow-citizens.

GEORGE PACKARD,
SAMUEL KELLY,
N. W. HARMON,
J. A. GOODWIN,
A. D. BLANCHARD,
SCHOOL
COMMITTEE.

# ANNUAL REPORT

OF THE

# SCHOOL COMMITTEE

OF THE

CITY OF LAWRENCE,

TO WHICH IS APPENDED

# THE ANNUAL REPORT

OF

# THE SUPERINTENDENT OF SCHOOLS,

FOR THE SCHOOL YEAR,

1853.



SUS NO.

# REPORT.

To the City Council of the City of Lawrence:

The School Committee, under the new organization established by the Charter, hereby respectfully present to the City Council, their first annual Report.

Provision having been made by the City Charter for the appointment by the School Committee, of a Super-intendent for the public schools, the report of that officer, prepared in accordance with the regulations adopted by the Committee, contains the specific and statistical information which has usually been presented to the Town at the close of each municipal year. To that Report, which is hereto appended, we, therefore, refer for an account of the general condition and progress of our public schools, as well as for a statement of his views upon various matters relating thereto.

Although the municipal year commences on the first Monday of January, the financial year of the City does not commence until the first day of March. It has therefore, been thought unnecessary to go into a detailed account of the expenditures of the Scho I department, which at this time would, of course, be incomplete, or to recommend, as has heretofore been usual, specific appropriations for the next year. According to the ordinances of the City, that duty will in future

devolve upon the Committee of Finance, who doubtless, when ready to take the matter into consideration, would wish to avail themselves of the views of the School Committee, who enter upon office simultaneously with them; and a most friendly communication between the two bodies, if not entire coincidence of opinion, is ensured by the circumstance that the Mayor, who is ex officio Chairman of the Committee of Finance. is also ex officio Chairman of the School Committee. Thus wisely does it seem to us, this body, whose duties and powers being derived from the laws of the State, are in some respects of an independent nature, is closely connected with the City government, without whose concurrence and cordial co-operation those duties could be but imperfectly performed, and those powers but imperfectly exerted. The ready acquiescence hitherto manifested by our fellow citizens in the appropriation of whatever amount of money has been deemed necessary for maintaining schools of a high order, will not, we trust, in this season of the rapid growth and general prosperity of the City, be turned into indifference; but, on the contrary, we hope that the appetite for education, like other appetites of a less noble character, will grow by what it feeds upon, and that all alike, City government and School Committee, Superintendent, and citizens, and pupils themselves, will unite, in their proper spheres, in elevating the standard of public education amongst us.

In behalf of the Committee,

CHARLES S. STORROW,

Chairman.

LAWRENCE, January 2, 1854.

# SUPERINTENDENT'S REPORT.

-School Department of Lawrence, December 31, 1853.

To the Chairman and Members of the Committee.

Gentlemen: The first of the Annual Reports required by your by-laws from the Superintendent is here

presented.

The last public Report relating to our Schools was made by the last of the School Committees under the Town form of government; that report by estimation and otherwise, covered the School year ending on the first day of last April. The same Committee was continued in office until your board was organized on May 14th. It therefore seems proper that this Report should include the whole time from April 1st to the present date, which period is considered as the pre-

sent school year.

Relative Rank of Lawrence.—According to the tables prepared for the school year 1852–3, by the Secretary of the Board of Education, Lawrence ranks among her sister cities and towns as to the greatest appropriation for each child between five and fifteen years old, the first in Essex County and the thirteenth in the State; the previous year (1851-2,) she was in this respect the first in the County and twenty-third in the State. As to greatest regularity of attendance, she stands only as ninth in the County and one hundred and sixty-fifth in the State; the previous year (1851-2) she was second in the County and sixty-ninth in the State; the year before that, (1850-1), the town in this respect stood as high as nineteenth in the State!

CENSUS.—According to your instructions, the census of the children in the city, between the ages of five

and fifteen, was taken in May, under my direction. The number, as far as could be ascertained, was 1869; last year it was 1660. There is reason to think that this annual census has never yet exhibited the full number of such children. In the minds of many of the less informed part of our peculiar community, the census-taker is associated with taxation; consequently the answers given to his enquiries are often much below the truth. As the income of the State School Fund is divided amongst the towns in p oportion to the number of their children of the above description, it is important that measures be taken for enabling future census-takers to do justice to the city.

#### THE SCHOOLS.

The number of schools, teachers, and pupils, of the different grades, at the present time, as compared with the number at the time of the last report, is as follows:—

	La	st	Year	Th	is	Year.	
Grade of Schools.	Schools.	Teachers.	Scholars.	Schools.	Teachers.	Scholars.	
High,	1	2	61	1	2	52	
Grammar,	1 2 6 2 8	9	459	2	10	489	,
Middle,	6	$\begin{vmatrix} 6\\2 \end{vmatrix}$	343	6	6	372	
Mixed,	2	2	84	6 2 9	2	111	
Primary,	8	9	538	9	10	556	
				_			5
Total,	19	28	1495	20	30	1580	

The enumeration of pupils this year, was made Dec. 17; last year it was not made until Feb. 1. To render the comparison perfect, an addition of about five per cent, should be made to the number in the school.

	Year. This Year.
Scholars less than 5 years old,	76 105
	10 61
" between 5 & 15 years old. 13	09 1414

### ATTENDANCE AND EMPLOYMENTS.

The following tables show the attendance and employments of the scholars of the several schools, for each of the three terms of the present school year.

Statistics of Term commencing April 11th, and ending July 23d.

	Schools.	Whole No. belonging.	Average No. belonging.	Average Attendance.	Cases of Tardiness.	Cases of Truancy.	Days no School.	Scholars in Reading.	Scholars in Writing.	Scholars in Arithmetic.	Scholars in Geography.
	High,	59	53	39	66	0	6	<b>5</b> 9	0	0	0
Grammar.	Oliver,	432	348	310	845	5	6	432	432	432	432
Gran	South,	60	53	46	42	0	4	60	60	60	60
	Newbury-st.,	78	60	54	229	0	6	78	43	78	60
e e	Oak-st.,	68	58	47	310	18	6	68	52	68	50
E P	Oliver House,	58	47	37	162	0	6	58	38	58	58
Middle.	Amesbury-st.,	67	62	44	8	1	6	67	44	67	67
	Cross-st.,	46	37	32	239	0	6	46	46	46	40
	South Side,	50	46	34	221	1	6	50	22	30	16
red	Tower Hill,	68	37	35		-	6	68	10	20	12
Mixed.	Prospect Hill,	59	46	43	100	2	6	59	20	33	22
	Newbury-st.,	142	107	81	-		6	142	0	35	0
	Jackson-st.,	68	50	25			6	68	0	19	0
5	Oak-st.,	96	70	60	00000	0	6	96	0	25	0
ar	Oliver House,		63	51		4	6	76	0	10	0
Primary.	Amesbury-st.,		80	74		3	6	100	0	19	0
P	Haverhill-st.,	82	65	49	-		5	82	0	12	0
	Cross-st.,	105	75	57	-	0	6	105	0	22	0
	South Side,	77	70	40	400	2	61	50	0	5	0
-	Total.	1791	1427	1158	2622	32	, .				

[This mark (-) denotes that no record was kept.]

The term regularly would have begun April 4th, but as Fast Day, and the meeting of the County Teachers' Association, fell between that day and the 11th, the Committee added a week to the vacation. In May the schools were closed one week on account of a State Institute held at Haverhill. The schools were also closed on July 4th.

TABLE No. 2.

Statistics of term commencing August 29th, and ending November 19th.

	Schools.	Whole No. belonging.	Average No. belonging.	Average Attendance.	Cases of Tardiness.	Cases of Truancy.	Days no School.	Scholars in Reading.	Scholars in Writing.	Scholars in Arithmetic.	Scholars in Geography.
ŀ	ligh,	56	56	41	17	0	5	56	0	25	0
Grammar.	Oliver,	389	323	292	469	10	2	389	389	389	389
Gran	South,	55	51	461	129	4	4	55	55	55	55
	Newbury-st.,	90	671	571	329	2	$2\frac{1}{2}$	90	62	90	78
ei ei	Oak-st.,	80	66	58	337	9	$2\frac{1}{2}$	80	53	80	45
[달 /	Oliver House,		49	441	170	4	21	55	36	55	55
Middle.	Amesbury-st.,	66	60	47	41	1	$2\frac{1}{2}$	66	37	66	66
7	Cross-st.,	42	37	31	93	4	$2\frac{1}{2}$	42	42	42	42
	South,	57	51	43	203	0	$2\frac{1}{2}$	57	25	49	13
Mixed.	Tower Hill,	51	46	37	-	2	2	30	8	20	12
Mis	Prospect Hill,	77	$64\frac{1}{2}$	541	55	3	$2\frac{1}{2}$	76	25	42	25
	Newbury-st.,	147	$109\frac{1}{2}$	85	_	5	$2\frac{1}{2}$	147	0	32	0
	Jackson-st.,	103	72	64		24	$2\overline{\frac{1}{2}}$	103	0	39	0
÷	Oak-st.,	87	$73\frac{1}{2}$	63	-	4	$2\frac{1}{2}$	87	0	24	0
Primary.	Oliver House,	100	78	68		3	$2\frac{1}{2}$	100	0	26	0
ii.	Amesbury-st.,	115	91	80	_	3	$2\frac{1}{2}$	115	0	25	0
٦	Haverhill-st.,	81	77	55		3	11/2	81	0	23	0.
	Cross-st.,	92	71	63	-	-	$2\frac{1}{2}$	92	0	28	0
	South,	50	42	31	-	-	3	50	0	18	0
	Total.	1793	1485	1261	1843	81					

During this term the teachers had leave to close school one day on account of the County Agricultural Exhibition, and one and one-half days to attend the meeting of the County Teachers' Association.

#### TABLE No. 3.

Statistics of term commencing December 5th, as far as December 17th.

	Schools.	Whole No. belonging.	Average No. belonging.	Average Attendance.	Cases of Tardiness.	Cases of Truancy.	Days no School.	Scholars in Reading.	Scholars in Writing.	Scholars in Arithmetic.	Scholars in Geography.
. E	ligh,	52	52	491	5	0	0	52	0	0	0
Grammar.	Oliver,	436	402	375	158	2	0	436	436	436	436
Gran	South,	53	53	50	48	0	0	53	53	53	53
1	Newbury-st.,	95	83	$62\frac{1}{2}$	5	1	0	95	58	95	77
0	Oak-st.,	55	53	47	27	1	0	55	43	55	43
Middle.	Oliver House,	63	59	58	12	0	0	63	42	63	40
1ic	Amesbury-st.,	68	64	56	10	0	0	68	38	68	68
4	Cross-st.,	42	40	37	30	1	0	42	42	42	42
	South,	49	49	40	84	2	0	31	25	33	13
Mixed.	Tower Hill,	51	42	37	_	1	0	51	0	30	12
Mi	Prospect Hill,	60	54	53	24	0	0	<b>5</b> 9	24	37	22
	Newbury-st.,	108	100	83	_	0	0	108	0	30	0
	Jackson-st.,	58	54	53		1	0	58	0	21	0
· ×	Oak-st.,	73	69	58	_	0	0	73	0	26	0
Primary.	Oliver House*	72	65	57	_	2	0	72	0	9	
.Ë.)	Amesbury-st.,	97	92	85	-	0	0	97	0	20	0
- <u>-</u> [	Haverhill-st.,	57	55	46	_	2	0	57	0	15	0
	Cross-st.,	64	61	51	-	0	0	64	0	25	0
	South,	27	27	21	150	2	0	25	0	3	0
Tot	tal,	1590	1474	1319	553	15	0				

Note.—All the scholars in the Grammar Schools study English Grammar, and no others.

To get time for the preparation of the report, it was practicable to include but two weeks of the winter term. Could the whole term be given, the numbers would all be larger, especially those in the tardiness and truancy columns.

## TABLE No. 4.

The *per cent* of attendance of scholars, based on the average number belonging; each term is compared with the corresponding term of last year.

			1852			1855	3.
		1st Term.	2d Term.	3d Term.	1st Term.	2d Term.	3d Term.
I	72	84	82	74	73	95	
nar	Oliver,	801	85	801	89	904	93
Grammar.	South,	78	80	80	87	91	94
	Newbury-st.,	92	84	78	90	85	76
ف	Oak-st.,	58	92	81	81	88	89
Middle.	Oliver House, Amesbury-st.,	82 64	87 83	76 80	79 71	91 78	98 87½
Mi	Cross-st.,	75	91	81	861	84	921
	South,	58	70	64	74	84	82
Mixed.	Tower Hill,	64	70	60	941	80	88
Lix (	Prospect Hill,	87	91	75	931	84	98
2	Newbury-st.,	73	77	67	76	78	83
	Jackson-st.,	48	53	75	50	89	98
Primary.	Oak-st.,	80	82	70	86	86	84
ma	Oliver House,	81	85 76	82 68	87 921	80 87	88 92
Pri	Amesbury-st., Haverhill-st.,	56 78	88	82	75	71	84
	Cross-st.,	85	84	80	76	89	831
- (	South,	61	88	82	58	74	78~
Ave	68	88	76	79	83	88½	

For the reasons stated in connection with Table No. 3, the *per cent* given for the third term of 1853, is larger than if calculated at the same time in the term, with that for the last term of the previous (school) year.

### TABLE, NO. 5.

## THE LIST OF TEACHERS,

Their location, salaries, and the time at which they began teaching in Lawrence.

Schools.				Teachers.	Salaries per year.	Commenecd teaching in our Schools.
High,				Samuel J. Pike,	\$1100	Sept., 1853.
"				Jane S. Gerrish,	300	Jan., 1852.
Oliver Grammar,				Geo. A. Walton,	1100	April, 1848.
66	66		div.	Sarah J. Baker,	250	Oct., 1852.
66	66	2d	66	Elizabeth W. Potter,	250	April, 1853.
66	66	3d	66	E. G. Macy,	250	Nov., 1852.
44	66	4th	66	M. B. F. Brown,	250	Dec., 1848.
66	66	5th	66	Abbie Hale,	250	May, 1851.
66	66	6th	66	Lucy A. L. Taylor,	250	April, 1848.
66	46	7th	66	Rachel A. Gerrish,	250	April, 1851.
66	66	66	66	Abby T. Knox,	250	Nov., 1849.
66	64	66	66	(Vacancy),	250	,
South Grammar,		J. B. Fairfield,	800	Dec., 1850.		
Newbury-st. Middle,		M. J. Hanscomb,	250	May, 1852.		
Oak-st.	3	66	1	C. A. Chickering,	250	April, 1851.
Oliver	House	66		S. O. Brickett,	250	April, 1848.
Amesb	ırv-st.	66		Susan A. Whitney,	250	April, 1850.
Cross-s		66		Harriett F. Pierce,	250	April, 1852.
South		66		Sarah F. Tobie,	250	Oct., 1851.
Tower	Hill M	lixed.		E. Richardson,	250	April, 1850.
Prospec		66		Caroline E. Mitchell,	250	May, 1852.
Newbu	rv-st. I	Prima	rv.	Susan M. Ham,	250	" 1852.
66	5	66	5,	Abbie A. Parsons,	250	Sept., 1853.
Jackson	-st.	.6		Sarah J. Whitney,	250	April, 1850.
Oak-st.		66		Martha A. Pierce, *	250	Sept 1850.
Oliver :	House	66		Eunice J. Twombly,	250	April, 1848.
Amesb	ırv-st.	66		Mary J. Wells,	250	June, 1852.
Lowell-		66		Adaline Evans,	250	Dec. 19, 1853.
Haverh	ill-st.	66		Anna E. Ryan,	250	Oct., 1853.
Cross-s	t.	66		Emma H. Pratt,	250	Aug., 1850.
South		66		Mary F. Tobie,	250	April, 1853.
-						

<sup>\*</sup> Resigned.

#### CONDITION OF THE SCHOOLS.

The High School.—This school, now in full and regular progress under its new principal, maintains its former high standing. At the close of the term in July, a public examination of the graduating class was held. The class consisted of 4 male and 12 female pupils; these with the seven graduates of the previous year are all who have completed the prescribed attendance of three years. The examination was creditable alike to teachers and pupils.

At the commencement of the next term there were admitted 5 male and 17 female pupils, and at the opening of the present term, 5 females. Of these, 15 were graduates of the Oliver Grammar School, and 4 of the

South Grammar School.

During the present year the apparatus has been much improved and increased, and important additions made

to the library of reference books.

The attendance is still far below the proper mark. Scholars of the age of those in this school, and with the appreciation of their advantages which the members of this institution certainly have, should be able to present a larger per centage than is shown by the foregoing tables. A constant average absence of twenty per cent for the last two years certainly proves the need of reform.

The number of pupils in the several branches pursued in this School, is as follows:—

Physiology, .		-		-	14 French,	29
History,	-		-	-	22 Latin,	35
Algebra,		-		-	35 Greek,	1
Geometry, -			-	-	11 Reading, A	LL.
Natural Philosophy	٠,	-		-	14 Composition, A	LL.
Chemistry, -	-		-	-	14 Declamation, (all the males) -	10

The Grammar Schools.—The Oliver Grammar School is in excellent condition. Since the last report the classification of the pupils has been made more thorough, so that now each of its seven divisions has

its separate and exclusive work, and any member, the least behind or in advance of his fellows, is at once transferred to a division made up of his equals. By Table No. 4, it will be seen that a great improvement has been made in regularity of attendance, a result due to unusual care on the part of the principal and his assistants. During the year the seventh or lowest division of this school has increased so much that it has been necessary to divide it into three classes, with separate teachers. There is still room in the building for an additional class or division; a further increase can be provided for by removing the Middle and Primary Schools now temporarily located in the same building; these can be well accommodated by adding another story to the Oak Street House.

The following is the apportionment of the prescribed

studies among the several divisions:

7th Division, (lowest).—Spelling to 33d page of Fowle's Speller; Oral Instruction in Grammar; Writing in (Tondrow's) Book No. 1; Arithmetic to Subtraction; Geography and History of New England.

6TH DIVISION.—Speller to 59th page; Outlines of Grammar; Writing Book No. 2; Subtraction and Mul-

tiplication; Geography of Middle States.

5TH DIVISION.—Speller to 73d page; Outlines of Grammar continued; Writing in Book No. 3: Division; Geography of Southern States.

4TH DIVISION,—Speller to page 93d; Grammar as far as the Verb; Writing Book No. 4; Arithmetical

Tables, &c.; Geography of North America.

3D DIVISION.—Speller to 112th page; Grammar to Syntax; Writing Book No. 5: Arithmetic to Fractions; Geography of Western States, and Maps generally.

2D DIVISION.—Speller to 133d page; Syntax continued; Writing Book No. 6; Vulgar Fractions; Geog-

raphy of South America, and Reviews.

1st Division.—Speller completed; Grammar com-

pleted; Writing; Arithmetic to Proportion; Geography

completed.

ALL DIVISIONS.—Reading, with Spelling and Defining from every lesson; Mental Arithmetic; Map and Linear Drawing; General Exercises from Outline Maps, and in Pronounciation.

Composition and Declamation, in higher divisions.

The South Grammar School, though laboring under many local disadvantages, preserves its former creditable standing; in point of order it is especially praiseworthy. It will be seen that the regularity of attendance has steadily increased in this school also. The teachers of the two Grammar Schools have well proved that in this respect much depends upon themselves; that if a systematic oversight of absent pupils is maintained, and a thorough understanding preserved with parents, the per centage of attendance will come near to all reasonable requirements.

There is at present in the Grammar Schools a lack of reference books. I would recommend that some such cheap work as the *Encyclopedia Americana*, with a few simple works upon History and Natural Science, be placed in each. By having access to such books, scholars acquire the habit of seeking for fuller information than can be given in their little text-books, and acquire a familiarity with the store-houses of knowledge that will ensure a frequent examination of them

in after life.

MIDDLE AND MIXED Schools.—These eight schools are mostly in good condition; some of them are deserving of very strong praise. The attendance and punctuality of the pupils, however, are not what they should be. For the first two weeks of the present term, with remarkably pleasant weather, and good general health, in addition to the freshness attending the opening of a term after a vacation, of the four hundred and forty-

four scholars, there was an average daily absence of fifty-three. Thus nearly one-eighth of the money so freely expended, and more than one-eighth of the labors of patient, faithful teachers, and of the power of usefulness of the schools, was wasted. The evils of absence and tardiness were fully set forth in the last Report of the School Committee. It is much to be hoped that the serious consideration of parents will be given to the subject, and that they may one and all determine, not only for the good of their own children but for the children of the whole community, to discountenance every avoidable absence or tardiness on the part of their families.

In the schools of this grade, generally, the text-books are taught with commendable care and fidelity; but while the scholars are well grounded in their various studies, there seems to be in many of the schools a lack of energy and promptness. This is attributable to the close confinement of the recitations to the book. There is a lack of frequent, inspiriting, general exercises; these, when properly conducted, stimulate the scholar to thinking rapidly, and by constant practice, to thinking right. The interest thus obtained is a very different sort of thing from that secured by any exer-

cise of authority, with its pains and penalties.

Some simple and attractive books of reference, with a few geometrical blocks, placed in these schools, would doubtless be a "paying investment." Drawing on the slate and black-board, now practised to a very limited extent, might be considerably extended with great profit; so far as tried, especially when used as a reward, it has proved a valuable aid in discipline. The importance of such exercises has not always been fully appreciated by the community; but those who doubt have only to investigate to become convinced of their worth.

With improvements in the above respects, it is felt that these schools will more than meet the reasonable expectations of the public. Were it expedient, much could be said in their praise; but the object of these remarks is not to bestow compliments, but to suggest improvements.

THE PRIMARY SCHOOLS.—The nine schools of this grade form the most interesting and important branch of our system. In them the first impulse is given, and that great work of self-improvement commenced, which, rightly begun, ends only with life. As the first impressions and earliest habits are strongest, our Primary Schools have an influence over the future education of the children, that should cause them to stand very high in the estimation of the public. Parents too often regard them merely as convenient means of get-ting children "out of the way," and allow any motives of pleasure or prejudice to interfere with attendance on Teachers too often labor under a something similar mistake, and reluctantly consent to teach for a short time in one of these schools while waiting for " something better." This injurious opinion ought forthwith to be corrected, and the great truth generally received, that the devoted and successful teacher of one of these little seminaries does a nobler work than if in a school where the scholars could aid in their own instruction—where more depended on the scholar, less on the teacher. Regarding these schools as requiring but an inferior order of talent for their management, many of our older cities pay the teachers inferior wages; here, in Lawrence, with a fuller recognition of the greatness of the work to be done in them, we pay their teachers the same salary as the teachers in Middle and Grammar Schools.

Our Primary teachers labor with great diligence, and some of them with enthusiasm. Some of their schools may be pointed to with honest pride. The criticism on page 15, in relation to the too close use of text-books, will, however, apply to the most of them, as will the remarks upon general exercises. It is to

be remembered that the little beginner has no capital on which to commence study, but needs rather to be beguiled into the simplest of "Wisdom's ways" by pleasant associations, and gentle yet skillful persuasion, than left to shape his own course by the formal rules of others. In the Primary Schools of Prussia, reputed the best in the world, the beginner sees no book during the first six months of his experience, but is led to exercise his perceptive and reasoning faculties on the familiar objects 'about him, and gather *ideas* before words, or rather with them. It would doubtless be a great improvement, if a near approximation to this course were followed amongst us.

#### GENERAL SUGGESTIONS.

UNITY OF PURPOSE.—A fault in our Primary and Middle Schools is want of unity of purpose. When the graduates of several of them are brought into the same class, their relative attainments differ so widely in the various branches, that classification is difficult and immediate progress hardly possible. This trouble would be mostly prevented by a series of teachers' meetings, under the direction of the Committee, at which this and kindred subjects could be fully presented and discussed; occasionally the exercises might be profitably varied by a familiar lecture on practical instruction, the philosophy of education, or some other topic of general interest. Supplying each teacher's desk with a copy of one of the best works on the details of school duties, like Palmer's "Teacher's Manual," would also do much to remedy the evil complained of.

Parental Visits.—One means of improvement to all grades of our schools is frequent visitation by parents. The good results upon children of a constant manifestation of parental interest in their education are well understood. A cheering influence is also exerted upon the teacher, and a kindlier character imparted to

the discipline. Besides, the thorough understanding in this way established between parents and teachers, is of great value in preventing supposed grievances, and wrong interpretations of motives and actions. More attention to this *duty* would materially promote the usefulness of our educational institutions.

VACATIONS .- Toward the close of the term ending in July, the attendance on the schools decreases, especially in the remoter parts of the city. In the last week of school in July of the present year, in the three schools of Ward 6, I found present 53 pupils, absent 94! The reason of this periodical absence is that at this time of the year many parents keep their children at work picking berries for sale. The closing of the term was formerly arranged with reference to this habit. The present rules, however, postpone the end of the term for one week, which time is taken from the vacation and includes the busiest season of the peculiar labor mentioned. I beg leave to advise the restoration of that week to the vacation; the latter will thereby be made to consist of five weeks as before, and the total vacation of the year, of nine weeks. The improved attendance and additional physical benefits thus secured to all the schools, will doubtless prove the wisdom of such a change.

Among the drawbacks on the progress of our schools has been the frequent

Change of Teachers.—Since the last report, Miss Bagley and Miss Homer, for a long period the highly successful teachers of the Newbury Street Schools, have been induced to change their employments. Miss Hanscomb, the former assistant of Miss Bagley, was placed over the Middle School, and Miss Ham, assisted (temporarily) by Miss Parsons, over the Primary.

An additional teacher being required in the lowest division of the Oliver Grammar School, Miss Knox

was appointed; the vacancy thus created in the Oak Street Middle School was filled by the transfer of Miss Chickering from Amesbury Street, Miss Wells being transferred to the latter school, and her place in the South Primary filled by the election of Miss Mary A. Tobie.

Miss Allen having resigned her temporary appointment in the Second Division of the Oliver Grammar School, the post was permanently filled by the election of Miss Elizabeth W. Potter, a graduate of the State Normal School, at Bridgewater. Owing to the increase of pupils in the Seventh Division of this school, it has now become necessary to elect a third teacher for that Division.

Miss Stevens has left the Cross Street Middle School and gone to teach in the West; her place has been filled by transferring Miss H. F. Pierce to that school; Miss Pratt has succeeded Miss Pierce in the Cross Street Primary School, and Miss Anna Ryan has succeeded Miss Pratt (temporarily) in the Haverhill Street Primary.

During the present month a new Primary School has been formed in Lowell Street, and placed under the care

of Miss Adaline Evans.

Miss Martha A. Pierce to-day closes her eminently successful labors in the Oak Street Primary. Her suc-

cessor is yet to be appointed.

The public has met with an additional loss by the resignation of Mr. Pennell, the accomplished principal of the High School, who, in July, after a service of two years, left his school to take a professorship in Antioch College, Ohio. He was succeeded here by Mr. Samuel J. Pike, a tutor in Bowdoin College, and a teacher of established reputation.

These numerous changes, mostly the result of necessity, are much to be regretted. Whenever a fully competent teacher resigns, although followed by one equal in every respect, the school loses ground. The retiring

teacher's knowledge of temperament and character, slowly and laboriously acquired, is lost; the good understanding between instructor, pupils, parents and committee, is broken up; and the general harmony is to be re-established only by a long and troublesome series of experiments. New methods of instruction and government, peculiarities of mind and manner, and the well-known misgivings with which children regard the successor of a favorite teacher, retard the general progress so much that in our higher schools a whole term is generally worn away before the school regains its former position. For these reasons it seems not only economy but a high duty to retain successful teachers whenever it can be done, even by the payment of additional compensation, rather than venture on the experiment of a change. The Committee have this year wisely acted on this principle, and have prevented several additional changes by a slight increase in the salary of female teachers, an increase, however, nothing greater than the increased expense of living. The salaries now paid are stated in Table No. 5.

TRUANCY.—This is an alarming evil among us, and demands the serious consideration, not of the Committee alone, but of the whole community. It is not an occasional stolen half day's absence from school that is meant, for the tables given show that to be a very moderate evil, but it is the constant non-attendance at school of a large number of children. From the best available information, I judge that there are now in the city upwards of two hundred boys and girls between five and fifteen years old, who keep aloof from school and have no regular reputable employment. They spend their time in prowling about shops, alleys and backyards, pilfering swill, fuel, old-iron, and such more valuable articles as happen to be unprotected. Still, it can not be said that these children receive no education. Every child is in school learning daily lessons and form-

ing habits which the energy and will of after life will find it difficult if not impossible to break. These two hundred little marauders rarely if ever enter a school of literature and science, of wisdom and virtue; but through each live-long day they are taught by example, and their knowledge fixed by practice, in the school of the street, where the violation of every moral precept and duty form the morning and the evening les-This is a subject of much importance when viewed in its minor bearings—the losses from theft, the malicious mischief done to public and private property, the occasional disturbance of schools and religious meetings, and the frequent and increasing insults to women and children; but how much graver does it become when we consider the influence of this "dangerous class" on such virtuous children as are unavoidably brought in contact with its members, and are thus introduced to the Primary School of vice, and when we remember that these uncared for youth will soon be parents and citizens, training up a new generation after their own ideas and exerting an equal power with the most exemplary in determining the character of our institutions. does not allow me a discussion of the subject. It is one, however, on which public opinion can not be too earnestly aroused and brought to bear through its constituted agents. The necessity of more stringent laws for the prevention of truancy has recently been set forth by the authorities of Boston, and is seriously discussed in other places. It would surely seem that our community in which \$85,000 is now expending on a prison for adult criminals, might be led from mere considerations of economy to join in obtaining and enforcing some sufficient enactment for the suppression of this great promoter of crime and disorder.

BUILDING, ALTERATIONS, &c.—The increase of scholars in the Newbury Street Schools requires the attention of the Committee. The Middle School bids fair soon

to become larger than one teacher can profitably conduct. From forty to fifty pupils are supposed to be as many as can be systematically taught in the prescribed branches, and above all in that most important branch—self-government. "Want of time" is the constant excuse of many teachers for the neglect of instructive recreations, enlivening general exercises, and moral instruction. This excuse, though a poor one, must be received without any very great objection, from a teacher having the sole care of sixty, seventy or eighty pupils.

It will be seen that the Primary School contains a hundred children under two teachers. The question here arises as to the relative merits of large or small Primary Schools. As the maintenance of order is much more difficult in these schools than in others, and as the pupils are often those requiring parental care while going to and from school, it seems to be the best plan to have the Primary Schools no larger than one teacher can well manage, and so distributed that children can reach them by walking but a short distance. Should it be deemed advisable to divide the schools in Newbury Street, the increase of population about the Duck and Pemberton Mills will deserve consideration.

The Amesbury Street Primary School has been divided since Table No. 3 was made out, and its size is not now unreasonable. The new school thus formed is about to be located in one of the upper rooms of the Hose Company's House, in Lowell Street. Of course the convenience of the school and of the firemen, will require that a separate house be provided for the former at an early day. A building not far from the corner of Common and Hampshire or Franklin Streets would be conveniently situated for those now attending the new school, and would meet the prospective wants of the Pacific Mills neighborhood.

The Haverhill Street House is in a very poor condition. If retained as a school house it will require ex-

tensive repairs before another winter.

Some new arrangement seems to be required on the South Side of the Merrimack. Owing to the distance of the Primary from the Middle School, and to the fact that the Boston railway crosses the public street between the two, the Primary scholars living east of the railway have hitherto been allowed to attend the Middle School. At the present time the latter contains fifteen of them and is thereby seriously incommoded; the arrangement is injurious to both classes of pupils, as neither can receive that degree of attention which it would in a school purely of its own character. distance between the two houses has been the cause of much dissatisfaction and complaint on the part of those parents who send children to both schools, and find it necessary for the smaller ones to be attended on the road by their elder brothers and sisters. In enforcing the existing rule I have encountered opposition not always of a pleasant kind. The Primary House is inconvenient and unattractive, and is situated close upon the Lowell railway, the trains of which greatly disturb the school. I would respectfully urge this subject on the attention of the Committee, and would recommend that the present Primary House be sold, and that a cheap room for the school be built in connection with the Grammar and Middle House. Such a change would doubtless promote the efficiency of the schools and the harmony of the district.

Notwithstanding the defects pointed out, Lawrence has reason to be proud of her schools. The school-houses, taken together, reflect much credit on the city; the general tone of character among the scholars is high; the teachers for patience, earnestness and devotion to their duties deserve much general commendation. The system of gradation and supervision of the schools, and the entire committal of their manage-

ment to a single committee of moderate size, are favorable to constant progress, and if faithfully carried out can not fail to insure a high degree of perfection; with no "school districts" and no "prudential committees," we are free from two of the greatest educational drawbacks complained of by our neighboring towns. We have also a liberal and far-seeing public opinion, which appreciates our common schools, and generously responds to all reasonable demands in their behalf. With such favorable omens, it would be unreasonable not to expect from our schools a constant advance and a closer approximation to their true mission—The developement of all the human powers, physical, moral and intellectual; preparation for the active duties of life, here and hereafter, and the advancement of the race towards the perfection of all its faculties.'

John A. Goodwin,

Superintendent of Schools.

#### EIGHTH

# ANNUAL REPORT

OF THE

# SCHOOL COMMITTEE,

OF THE

# CITY OF LAWRENCE,

TO WHICH IS APPENDED THE

Annual Report of the Superintendent of Schools,

FOR THE SCHOOL YEAR, 1854.

LAWRENCE: J. F. C. HAYES, PRINTER, 1854.



# REPORT.

To the City Council of the City of Lawrence:

The School Committee, following the example of their predecessors of last year, have adopted the report of the Superintendent of the Public Schools as their report; a course, which under the present organization, is believed to be most judicious and proper.

To that report, which is hereto appended, you are referred for such information in relation to our Schools as you have the right to expect, and such as it is our duty and high privilege to impart.

By permission, it is here stated that the report of the Superintendent was adopted as the report of the Committee with the dissenting voice of the Chairman alone.

In behalf of the Committee for 1854.

### ENOCH BARTLETT,

Chairman.

Lawrence, January 1, 1855.



# Superintendent's Report.

MR. CHAIRMAN AND GENTLEMEN OF THE SCHOOL COM-MITTEE: I heartily congratulate you, now that the labors of the year are drawing to a close, on the success of those labors as manifested in the continuous prosperity of our Schools, and the good condition in which you will leave them to the charge of your successors. I congratulate you, also, on the unanimity that has characterized your counsels on all important questions; for it has contributed very materially to the satisfactory practical effect of your legislation.

I take occasion, also, to thank you individually and collectively, for the confidence you have reposed in me as your executive officer, and the kindness and courtesy with which I have been treated and my suggestions have been received. By the peculiar and admirable provisions of our charter, whereby the Secretary of the School Committee is ex-officio the Superintendent of the schools, I have been brought into intimate relations with all your official transactions. I have enjoyed the opportunity of listening to your debates and understanding fully your wishes. In the established order of business, also, at your meetings, it has been my duty immediately after the reading of the minutes, to lay before you any suggestions that I might have in mind, of importance to the interests of the schools, for your immediate attention and consideration. So close an official connection with you, might have been rendered

painful and disadvantageous, by any lack of fraternal and kindly feeling; but you have enabled me to deduce from it its highest advantages. And in making the present report, sustained as I have been by you, and frequently and freely comparing views with you, I seem less like one presenting his own conclusions to other minds, than like one, expressing opinions, wishes and hopes, entertained with unanimity by all.

#### STATE OF THE SCHOOLS.

I found the schools, with few exceptions, in an excellent state of discipline and efficiency, on entering upon my duties. The practice that has always prevailed among our School Committees, of exercising especial caution in the selection of teachers, and the promptness with which, without fear or favor, any defects in their characters, or management have been rebuked, coupled with the existence of an excellent School system among us, and comparative liberality in salaries, both conspiring to prevent frequent changes in our corps of teachers, has ensured a state of affairs among our schools that secures them at all times against serious evils, and that demands only the electric spark of judicious and energetic superintendence to exhibit the most satisfactory results.

It has been my purpose to infuse into the schools such a spirit, as can be hoped for, only from a pervading consciousness in the minds of both teachers and pupils, that there exists a fixed and definite standard for all, to attain which, all are expected to make unremitted effort. To effect this, I early instituted a series of meetings with the teachers for comparison of views and expression of my wishes; and visited the schools themselves as often as other engagements would permit: It is but justice to the Teach-

ers to say,—what indeed might have been anticipated from their characters—that almost without exception they have entered heartily into my purposes, and endeavored to second them to the utmost of their ability.

With your approbation, I conducted the annual examinations at the close of the winter term, in person, preserving with all the schools of each grade, a uniform method, so as to be enabled to make just and satisfactory comparisons. Those examinations, as a whole, afforded me the highest gratification. None who were present could have retired without the conviction, that an admirable school system is well carried on; and that the youth of our city have far more valuable opportunities of education, than are often to be found. It has been my purpose to incorporate into this report some of the details of those examinations in connection with the schools of the higher grades, in order to exhibit the general proficiency attained by them, and the knowledge of language and discipline of mind many of the pupils evinced. But the superior importance of other topics, of which it is desirable to treat at large, induces me to be brief on this and other interesting points.

The great prevalence of irregularity in the schools, through tardinesses and absences, led me to put into practice a simple plan to ascertain how far such irregularities are necessary, and their evils to be acquiesced in with resignation, as irremediable. The result established the fact, that a considerable percentage of them are wholly unnecessary, and might be prevented by a greater degree of interest in the cause, and in their children, on the part of the parents and friends of the pupils in the schools.

SEPARATION OF ROMANIST CHILDREN FROM THE PUBLIC SCHOOLS.

But the reform in that particular which I hoped to accomplish has been entirely prevented; the order and reglarity of the schools have been further interrupted, and fresh evils of a very serious nature increased or created by events beyond our foresight or control.

I refer to the separation from our schools of hundreds of children in the course of a short period, embracing the most of those of Romanist parentage remaining in the schools.

One of the evils to which I refer as having resulted from this movement, is the fact, that basing your estimates of the provisions necessary for the accommodation of our school children, on the number actually in the schools, in the month of March, the city made provision, at your request, for two new school houses, which were speedily contracted for and have been built. But the sudden withdrawal of so many pupils has rendered a portion of the additional room unnecessary at present, while it has materially abridged the size of the schools in other quarters. It would be possible, taking the maximum of present attendance as the number of children to be provided for, to reduce our existing force of teachers, and close one or two of our school houses. Yet, judging by experience, we are likely to have a return of many of these pupils so withdrawn, at intervals; and sometimes in considerable numbers at once. Thus, for instance, one of the primary schools was increased in a single week near the close of the last term, from thirty, to seventy pupils. And, since good teachers are not always to be obtained at a moment's warning, and at any rate will not accept situations under the liability to be discharged at short notice after a brief term of service, it has been found necessary to be prepared for contingencies, and to maintain a larger percentage of teachers in comparison with the number of children than would otherwise be sufficient.

This, as I have already said, is a minor evil. A far greater one is embraced in the fact that has been forced home upon our attention, that this large number of children, emanating from a class of our population so destitute of domestic advantages, as to make them special candidates for all the benefits of our school system, have been taken from excellent and accomplished teachers to be subject to the influence of comparatively poor ones; from under the discipline of good government to suffer the injury of poor government; and from the training of our superior system of instruction, to endure the evils of a very defective system.

I am not making these assertions at random. I am perfectly aware of the importance of weighing every word that I shall utter. More particularly in the present excited state of public feeling in this connection, it is incumbent on us, especially in our official capacity, to endorse and promulgate nothing, of the truth of which we have not been dispassionately convinced. And of the correctness of these statements we have, in various ways, received accumulated testimony. We have gathered it from the alarming increase of the number of Irish children, nominally attached to the Romanist schools, who are running at large about the streets; so many indeed, as to render the powers and efforts of the truant Committee altogether abortive. We have learned it from the children themselves, in their statements of the methods

pursued in the Romanist schools. We have ascertained it from the mental condition of the children, who, after a term of attendance on those schools, have returned to our public schools; and who have proved, not only that they have learned nothing in the interval, but have actually lost ground in mental discipline and knowledge; and we have been satisfied of it moreover, from the painful fact, that a school was for some time maintained on the south side of the river under Romanist influence, that embraced a majority of the children of such parentage in that quarter, at the head of which was an Irishman, of manners and habits so gross and degraded, that if he had not finally ceased his culpable pretensions and closed his school, you would have felt it to be your duty to insist on it, through the agency of the police.

I am not disposed to impeach the motives of those who have produced this state of affairs, nor do I desire to excite any unnecessary feeling on the subject. On the contrary, I have studied the severest simplicity in stating the actual facts. Those facts, I think, the community should be apprised of. For assuredly, they constitute the most alarming evil that ever has arisen in connection with our educational interests; and it would be a positive dereliction of duty to avoid them or slide superficially over them. Every true patriot, every member of our community, having a due sense of responsibility, must contemplate with deep anxiety, the prospect of hundreds of those most needing discipline and instruction, growing up in ignorance; and our streets filled with truants and idlers I am happy therefore to have received your direction to treat of the subject at large and in full in this Report.

It is a grave question, what remedy is possible for this

disastrous state of things. This much it is our duty to premise; that we have no disposition to trespass one hair's breadth over the sacred boundaries of the rights guaranteed to every individual by the laws. Thus, it is not for us or any body of men to interfere with the religious convictions of any citizen whatever. It is not for us to interfere to prevent a child from attending a private rather than a public school, if his parent or guardian so wills it. It is not for us, moreover, to prescribe either the methods or limits of the education given in private schools, nor to dictate how much or how little of knowledge and training, whether religious or secular, may be superadded therein, to what is commonly understood among us by the word—education. But there is a point which, as guardians of the educational interests of the public, we are all deeply concerned to reach; a point, that as citizens alone, we are bound to compass, if it can be com-It is a result that the prestige of our grateful history, the spirit of our public laws and institutions, and our pride of country inspire us to strive after; and that is, THE EDUCATION OF ALL THE YOUTH IN THE COMMUNITY. And we are led to ask ourselves, with deep concern, are our laws to remain so defective, that it shall be in the power of any man or men, to counteract one of the fundamental principles of New England's political economy, and disregard one of the broad foundation stones of her moral greatness; and under the cover of the name of education, to retain hundreds of our children in ignorance; can no provisions of law be devised and instituted, whereby the reality can be secured, without unjust interference with private rights?

It appears to me both feasible and just to institute a

remedy. I think that the legislature, in whom all power in the premises is vested, should be petitioned so to enlarge the powers of School Committees, as to entrust to them the supervision of all schools, private as well as public, so far, as to make it certain that those who profess to be teachers, shall be competent and qualified, according to the statutes regulating the qualifications of teachers for public service; and also that they shall teach, what may consistently be termed—schools.

I could enter more deeply into the subject, and support the views I have presented by argument. But it is not material that I should do so; and I have already devoted as much space to the subject as the limits of my Report will allow. It is for our legislators to investigate it, in all its relations and bearings, if it be brought before them; and in view of its incalculable importance, I earnestly trust that your successors will accord with us in realizing the necessity of further legislation in regard to it, and promptly and effectually urge it on the attention of the General Court.

# CHILDREN IN MANUFACTURING ESTABLISHMENTS.

In default of direct power to act remediably on these evils, our attention has been turned to the statutes, regulating the employment of children in manufacturing establishments, as possibly affording a chance for reform. By the act of May 2, 1849, explanatory of the act of April 16, 1836, it is provided that no child under the age of fifteen years shall be employed in any manufacturing establishment, unless such child shall have attended some public or private day school, where instruction is given by a teacher qualified according to the first section of the

twenty-third chapter of the Revised Statutes, at least one term of eleven weeks of the twelve months next preceeding the time of such employment, &c."

It is a part of your duty to see that laws of this character are strictly obeyed. And confident from facts already rehearsed, that a large proportion of those who have been received into the mills of late, after attending private schools, have not been under instruction, given by teachers "qualified," as the language of the statute reads: "according to the first section of the twenty third chapter of the Revised Statutes;" which section specifies that the public grammar schools "shall be kept by teachers of competent ability and good morals for the instruction of children in orthography, reading, writing, English grammar, geography, arithmetic and good behavior;" you instructed me to publish the laws referred to, in full, and to give notice of your intention rigidly to enforce them. It was your purpose to object to the sufficiency of the certificates received by the authorities of the mills from the teachers of the schools that you do not consider to be answering the legal requirements, and testing the question in a court of law. But the occurrence of the municipal election, before your purpose could be judiciously carried out, and the non election of some of the Board deeply interested in this movement, has rendered it inexpedient for you to undertake in this connection, what you would be unable to supervise and complete.

EVENING School for Children in Manufacturing Establishments.—I ask your attention now, for a brief period, to some glaring evils incident to the laws regulating the employment of children in manufacturing establishments. The subject is so important, that did time

permit, I should improve the occasion to treat of it carefully in detail.

I do not question the importance of these laws to secure the education of children at labor, and I would not abate their stringency. But a slight examination will serve to convince you, that,

- 1. They are productive of much individual distress. Many families are supported wholly or in part by the toil, of their children. If discharged to attend school, both the children and their parents must endure privation. Not a few orphans are in the mills, from time to time, that are dependent altogether on their labor for sustenance. How are they to be supported when at school? Furthermore, when children have attended school the prescribed period, they are not secure of employment again. Their places have necessarily been given to others, who have anxiously been watching for the opportunity. Thus,
- 2d. In the second place, these laws produce evil effects on the community. For they continue among us a class of persons only one remove from actual pauperism, on the watch to obtain for their children the places in the mills made vacant by the dismission of others to attend school, who would not remain among us if the children employed there, were permitted to labor on without interruption. There are, at the least calculation, hundreds of persons among us of this class, a burden to the community, and necessary only on account of these provisions of law.
- 3d. Once more, these laws interfere with the system of our Schools. For the children who work in the mills being usually backward in knowledge, if, when they attend school, they are classified consistently with the requirements of the system as to age, they are wholly out of

place as to attainments. If they are put in their right place as to attainments, they are painfully and injuriously maladjusted as to age.

It were well, then, if these evils could be avoided, without abating the stringency of the laws, requiring the education of the children employed in manufacturing establishments. This end can be achieved at once by a simple provision of law, authorizing School Committees to establish evening schools for children who cannot attend school in the day time. Such schools have been carried on elsewhere with distinguished success; making labor steady, preventing individual distress, freeing communities from a pauper population, and relieving the regular day schools of an exceptional and difficult class of pupils. I trust that the subject will engage the attention of our citizens, and of our members elect to the Legislature, so that it will be pressed upon the attention of that body. For if such a school were established among us, after due legislation to authorize manufacturing establishments to receive those who have availed themselves of its instructions, our city would only be following wise examples and complying with the progressive spirit of the age.

# TRUANCY.

I have adverted already to the fact, that there has been an alarming increase of truants, and of the number of those not attending any school, since the removal of the Romanist children from the public schools. It would seem that many parents who will not continue their children in the public schools, do not care to send them anywhere else; and suffer them to remain in idleness and ignorance. All these instances come directly within the control of the Truant Committee of the city, and

a majority of that Committee\* have been disposed to act with the utmost determination and energy to suppress the evil. But the legislation of the city authorities, under the law, has heretofore been very imperfect. No provisions have been made to give weight and efficiency to the action of the Truant Committee. It is not in the power of a justice to commit a youth to the Reform School for simple truancy; and even if such a disposition of truants were within the scope of his authority, it would be altogether impracticable, where offenders are to be reckoned by fifties and by hundreds. In behalf of the Truant Committee, therefore, in whose embarrassments you have expressed the deepest sympathy, I take occasion to solicit the prompt action of the city government, to give point and efficiency to the laws in regard to truants. By your direction, I urge it upon them to establish some kind of House of Correction, where truants and idlers may be retained and educated, until willing to attend school regularly. The Poor House, which the City is compelled to support, might readily serve this purpose; and a teacher could be sustained there by the School Committee.

These suggestions are offered, not as being the results of mature deliberation, but for the purpose of intimating the nature of the provisions which it is incumbent on the City Government to make. And in conclusion on this point, I express your own judgment and feeling as well as my own, when I emphatically assert that it is idle for the government to appoint a Truant Committee,

<sup>\*</sup>This Committee consists of J. D. Herrick, J. O. Cantillon, and H. F. Harrington. J. A. Goodwin who has left the city, was also a member.

without supporting their office by something more than the shadow of authority, and that of all the evils to which our youth are exposed, none at the present time is more fearful in prevalence as well as dangerous in character, than that of vagrant idleness and truancy.

# CHANGES IN THE HIGH SCHOOL.

I proceed now to mention some of the more important details of your legislation during the year. One of immediate and direct value is the extension of the course of English study in the High School from three years to four. When the former law was framed, the age of the pupils in the school averaged much higher than is the case at the present time, or than it is likely to be in the future; and the limit of the essential course was established accordingly. It has now become judicious to enforce a more extended range of study, demanding a longer connection with the school; and I am happy to say that several members of the class that graduated in August, duly prizing the services of the accomplished and successful teachers of the school, have remained to avail themselves of the advantages you have granted them.

A second important fact in your legislation is the change of the commencement of the High School year from the opening of the Autumn term to that of the Summer term. The former arrangement was accidental, and unfortunate; for the examinations in chief that occur at the close of the Spring term should be the notable signal marks of the closing up of a year of service; and should constitute the basis of changes and promotions for the year to come. By your action, those examinations will be endowed with their legitimate significance, and harmony of method instituted among all the grades of schools.

Salaries. — Soon after the commencement of the Spring term, a petition was presented to the Board, signed by almost all the teachers from abroad in the service of the city, praying for an increase of salaries; on the plea that the rates of board had so been advanced as to render it impossible for them to pay what was demanded for suitable accommodations, at the salaries they were receiving. Upon this, due inquiries were made, and the complaint of the Teachers was fully substantiated. After mutual consideration, you deemed it no more than justice to accord a reasonable advance on former salaries; and accordingly increased the pay of the female teachers by the sum of twenty-five dollars per annum. This increase, however, was expressly limited to the present year.

Instruction in Music.—For several years the schools have received no instruction whatever in music. That accomplishment, universally considered indispensable to the commonest education, and withal, a delightful relief to the monotony of ordinary study, by some strange fortune had for several years been banished from our schools. Numberless requests were made by all classes of our citizens for its restoration, so soon as your term of service began; and at the beginning of the Spring term, an engagement was effected with Mr. B. F. BAKER of Boston, a distinguished teacher of music, to give lessons twice a week to the High School and each of the Grammar Schools, for the very moderate salary of three hundred dollars. That engagement, by Mr. Baker in person, or his equally accomplished assistant, Mr. G. B. Adams, has been regularly fulfilled; and equal benefit and delight have been reaped from the exercise. I trust that it will never again be cast away from our system of instruction.

## NEW SCHOOL HOUSES.

The additions made to former school accommodations, and the repairs and improvements in those already existing, constitute a subject of no inconsiderable importance in these view of the transactions of the year.

The number of scholars on our lists in the month of March, together with the prospect of an immediate increase, justified an urgent appeal to the City government for additional school houses. Your demand was for three, to contain two schools each. The City Council granted two only, appropriating the sum of six thousand dollars for both, and appointed the School Committee to be the building Committee.

Although this amount, in view of the enhanced prices of materials and labor, seemed from the first, inadequate to erect, complete and furnish such houses as you had decided that it was judicious to build, it was your determination to confine their cost as closely to the appropriation as possible. Proposals were issued, numerous bids were received, and a contract was made with the lowest bidder. But the contract, although embracing only the houses themselves, aside from out-buildings, fences, wells, heating apparatus and furniture, nearly exhausted the appropriation.

At the same time, it has been sufficiently proved, that it is the truest economy when a school house is erected, to make it complete in all its parts; and out of a sincere regard to the best intersts of the city; you resolved so to complete these houses. Of a consequence, you have considerably exceeded the appropriation. But in view of the city interstances of the case and the excellence of the ot bodient area earlier of beat area for the excellence of the

houses and their appurtenances, no doubt the judgment of our citizens will approve your course.

The houses were built by Mr. Heaton Bailey, under your careful supervision, and he has done his work faithfully and well. They were modled, as to their general features, after the style of the Grammar House on the south side; but will prove far more profitable in their accommodations, as they are two feet wider and ten feet longer than that house. They possess the most approved arrangement of seats, and a plan of ventilation that cannot fail to obviate the difficulties under which all our schools, have heretofore labored in that regard. The furniture, neat and substantial, is from the manufactory of Mr. W. G. Shattuck of Boston, who has supplied our school furniture for several years, to the entire satisfaction of successive Committees.

#### IMPROVEMENTS AND REPAIRS.

ELM STREET HOUSE.—It has been stated that your Board requested the City Government to make appropriations for three new houses, as the minimium of additional room imperatively required. One of them it had been intended to locate in Ward One. For notice had been given you that the Jackson street house must be removed from the land it was occupying by sufferance, and it seemed far more judicious to sell that building and erect in some proper locality a permanent house than to attempt to adapt some temporary building to present necessities at considerable cost, that would have to give way to a more substantial and convenient structure at no distant period.

The government made provision for but two new houses, and you were forced to devise some method to compensate for the Jackson street House, and to relieve the Newbury street schools of a portion of their crowd of pupils. Finally a site at the corner of Newbury and Elm street was secured, and the Jackson street house moved upon it and substantially set and fitted up for two schools. I regard the expenditure for that house, however considerable it may seem, as well laid out. The house stands in an excellent position. It has been renovated in its exterior, and fenced so as to make quite a respectable appearance; and it contains two of the best school rooms in the city. It will serve the purpose in that locality, for an indefinite number of years.

OLIVER SCHOOL HOUSE.—Meanwhile the Oliver Grammar School had so increased as to demand additional room. There seemed no feasible course to obtain it except by such an arrangement of the hall over the High School room as that it might accommodate several divisions of the school.

But it seemed important, in view of the future demands of the High School, so to remodel the hall, as not to interfere with its future devotion to the uses of that school. It has therefore been divided into four rooms by moveable partitions, that restore it, at a moment's notice, to a single apartment as before. The plan is one of the latest improvements in school architecture, is most admirable, and has been admirably carried out by Mr. John Beetle, to whom its execution was entrusted.

Of course, in a house of the character of that of the Oliver House, any imperfect, temporising work of such a description was not to be thought of. The plan too, required a readjustment of the heating apparatus of that part of the house, and additional furniture; so that it has

been completed only at considerable cost. But it has been done of necessity and for permanence.

South Side Primary House.—The Committee and Superintendent of last year, earnestly recommended the erection of a new room for the Primary school on the south side of the river. They based their recommendation on incontrovertible arguments, and early in your official action you unanimously endorsed them. But both their appeal and your own were overruled; and in consequence, we continued the school through the spring and summer under its disadvantageous, and I regret to add, literally disgraceful circumstances. But a very large increase of pupils during the Autumn term, compelled some remedial step; and the old house has accordingly been put in decent repair, and the school enabled to assemble under far more agreeable auspices and associations.

Tower Hill and Prospect St. Houses.—The security of the Tower Hill house required permanent cellar walls, which have been built accordingly. The increase of the pupils in the District attached to the Prospect street house demanded a corresponding increase of the accommodations of that house, which have been judiciously and economically provided, by throwing the entry into the school room and adding a porch to the house.

Outbuildings.—A subject was treated of in the last Report of the Secretary of the Board of Education, that has been very generally suffered to go by default among the school authorities of Massachusetts—that of *outbuildings* to school houses. The glaring defects in this particular throughout the State, were unsparingly denounced; and Committes adjured as they regard the demands

of common decency, to say nothing of the sacred claims of female modesty, to remedy them. Such pointed language induced consideration of our own needs and deficiences in this respect; and you were soon mortified and ashamed to discover, that our provisions have been amenable to the severest censure, and might well have been selected as examples to "point the moral" of the Report referred to. You resolved on a reform, so far as it should be judicious for you to undertake it, and in connection with the houses erected this year and with the Oliver house, that in view of its large number of pupils, was shamefully deficient, you have amply supplied all needs of this description. To obtain yard room for the purpose, in the rear of the Oliver house, the Oak street house was moved farther towards the street, and afterwards put in complete repair.

I commend to the immediate notice of your successors the out-buildings attached to many of our school houses, as being sadly different from what they should be in every particular. And it is certain that decorum and morality both demand adequate attention to the subject.

The repairs and improvements that have been noticed, could not be accomplished without considerable expense; and not having been anticipated when the estimates were made for the year, will be found to have exceeded the contingent appropriation for such purposes. But in each instance, it has been your desire to serve the best interests of the city; and you will leave to your successors the charge of houses and adjuncts, in most particulars, in a state of the highest improvement and excellent repair.

## CONCLUSION.

The important topics that have been discussed have so exhausted the limits of a report of reasonable length, that I must hasten to a conclusion, without the customary criticism on the standing and efficiency of the several schools, and such suggestions respecting their progress as would be appropriate. I should have been glad to speak at large on the prevalent methods of teaching geography as occupying altogether too much time with minute details that only confuse the memory; on the importance of frequent exercises in composition, even in middle schools, to give command of language, and facility of expression; and on the importance and practicability of introducing sewing into some grades of the schools. But I must forbear; and in conclusion, I take occasion to express my regret that circumstances beyond my control should have prevented that devotion to the service of the schools during the last quarter, which their interests demand and it has been my ardent purpose to bestow.

For I have appreciated fully and seriously the responsibilities of my office; and know well that the secret of high toned energy, perseverance and application on the part of both teachers and pupils, is the consciousness of an unintermitted, interested and thoughtful supervision.

The Public School System is one of the bulwarks of American liberty; and as such, is inestimably dear to our people. Whoever seeks to destroy it, or to criple its efficiency, is felt to be an enemy to the political institutions of our country. It is through an interest in our schools, rising superior to any question of personal comfort, that I have been prompted to treat of topics in this Report which are likely to excite strong feeling. But

I trust that I have so discussed those topics, as to set our motives above the possibility of misrepresentation. I trust that it will be clear to every mind, that an eaanest sense of duty, and not sectarian prejudice has instigated our course; and conscious of the purity of my own intentions and invoking God's benediction on our children and our schools, I am, Very Respectfully,

HENRY F. HARRINGTON,

Superintendent of Schools.

# THE LIST OF TEACHERS,

Their location, salaries, and the time at which they began teaching in Lawrence.

						Commenced				
Schools.				Teachers.	Salaries	teaching in our				
					per year.	Schools.				
					T					
High,				Samuel J. Pike,	\$1100	Sept., 1848.				
e c				Jane S. Gerrish,	375	Jan., 1852.				
Oliver G	ramme	r.		Geo. A. Walton,	1100	April, 1848.				
"	66		div	Sarah J. Baker,	275	Oct., 1852.				
66	66	2d	66	Elizabeth W. Potter,	275	April, 1853.				
66	66	3d	66	E. G. Macy,	275	Nov., 1852.				
66	66	4th	66	M. B. F. Brown,						
66	66	5th	66		275	Dec., 1848.				
66	66	6th	66	Abbie Hale,	275	May, 1851.				
6.	66	7th	66	Lucy A. L. Taylor,	275	April, 1848.				
66	66	7111	66	Rachel A. Gerrish,	275	April, 1851.				
"	66	66	"	Abby T. Knox,	275	Nov., 1849.				
"	"	"	66	Mary Young,	275	Feb., 1854.				
			**	C. M. Gardner,	275	Sept., 1854.				
South Gr				J. B. Fairfield,	800	Dec., 1850.				
Newbury			,	M. J. Hanscomb,	275	May, 1852.				
Elm-st.		66		E. M. Duncklee,	275	March, 1854.				
Oak-st.		66		C. A. Chickering,	275	April, 1851.				
Oliver Ho	Jusc	66		S. O. Brickett,	275	April, 1848.				
Amesbury	DI.	66		Susan A. Whitney,	275	April, 1850.				
Cross-st.	•	66		M. F. Putnam,	275	March, 1854.				
South	•	66		S. F. Tobie,	275	Oct., 1851.				
Franklin	4	"		E. J. Twombly,	275	April, 1848.				
Pine-st. "Vacancy.										
Tower Hi	ill Mix	ed,		E. Richardson,	275	April, 1850.				
Prospect 1	Hill '	"	1	Caroline E. Mitchell,*	275	May, 1852.				
	Primai	rv.		A. M. Persons,	275	Sept., 1854.				
66	66	,		M. A. Chapman,	225	Dec., 1854.				
Newbury-	st. "			A. A. Parsons,	275	Sept., 1853.				
"	"			A. M. Porter,	225	March, 1854.				
Oak-st.	66		- 1	C. M. Duncklee,	275	April, 1854.				
"	66			A. W. Wilson,	225	Dec., 1854.				
Oliver	66			A. Evans,	275	Dec., 1853.				
Amesbury	r_ot 66			M. J. Wells,	275					
Franklin	-51.			E. F. Gordon,	225	June, 1852.				
Pine-st.	"				275	Dec., 1854.				
	"			A. Annis,	275 275	March, 1854.				
Cross-st.	"			E. H. Pratt,		Aug., 1850.				
South "	"			M. F. Tobie,	275	April, 1853.				
				R. Doane.	225	Nov., 1853.				
V. 350 35	1 1			and the same than Cabant to the same	T. A. Same B. Street S.	f T Conn -l.				

\* Miss Mitchell being absent on leave, her School is taught by Miss M. L. Cobb, who entered the service in March of the present year.

OBITUARY.—It is with the utmost pain that I omit from the above list the name of Miss Anna E. Ryan, one of our most esteemed and faithful teachers, who had been in service since Ocotber, 1853, and died, after a lingering illness, in October last. I cannot more appropriately notice this afflictive event, than by annexing the following extract from the records of the School Committee, at a special meeting called to notice her departure.

"The Superintendent stated that the death of Miss Ryan was the first instance of the death of a teacher while in the service of city or town, since Lawrence was incorporated.

After remarks by various members, testifying to the high opinion they entertained of Miss Ryan, the following resolutions were passed unanimously:—

Resolved, That in the death of Miss Anna Ryan, the Committee and the public have been called to part with one who was always the pure and the truthful woman and the faithful and devoted teacher.

Resolved, That while we humbly bow before this dispensation of Divine Providence, we express our deep sympathy with the family and relations in their severe bereavement.

Resolved, That we will testify our respect for her memory and appreciation of her worth and services by attending her funeral in a body, and we hereby request the teachers in the service of the city to join us in these last offices of respect.

Adjourned to Monday, Oct. 30, at 3 P. M.

HENRY F. HARRINGTON, Secretary.

# THE SCHOOLS.

The number of schools, teachers, and pupils, of the different grades, at the present time, as compared with the number at the time of the last report, is as follows:

Last year This	-									
ATTENDANCE.—The reg	-									
Grade of Select	_									
SEE	3									
- I see that the see of the see o	1									
Grammar 1 2 52 1 2 66 on the attendance, that it	t.									
Middle, 6 6 372 8 8 234 has been thought futile to	)									
Primary. 2 2 111 2 2 61 arrange any table on the										
Total I am have										
The Carry of the C										
O TO THE SECTION OF THE PROPERTY OF THE PROPER										
High school it is a great advance on previous returns.										

The whole number of children in the city last May, by the census taken under my direction, was 2167. year it was 1869.

# HIGH SCHOOL.

The number of pupils in the several branches pursued in this school, is as follows:—

Political Facusary
History Leonomy
Political Economy       12 Latin,       44.         History       35 Greek,       44.         Algebra,       45 Reading       5.
Ocumenty
- WOULDE THIOSOMMY ATT
Natural Philosophy4 Composition, ALL. French Declamation, (all males)
401

## HTMIN

# ANNUAL REPORT

OF THE

# SCHOOL COMMITTEE,

OF THE

# CITY OF LAWRENCE,

PREPARED BY THE

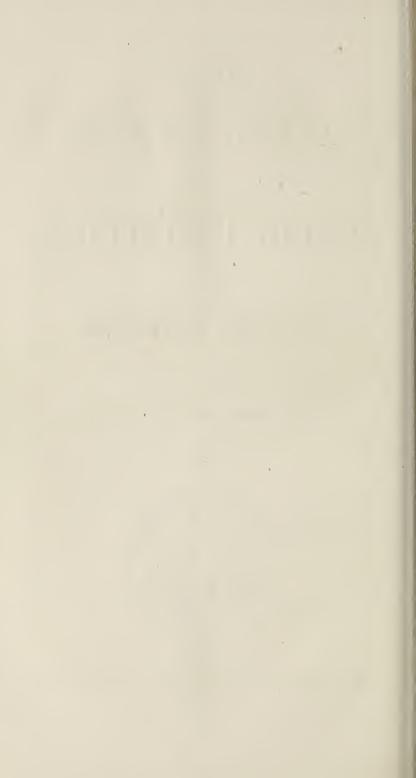
# SUPERINTENDENT OF SCHOOLS,

1855.



LAWRENCE:

GEO. W. SARGENT & CO., PRINTERS, No. 2 APPLETON BLOCK, 1855.



# REPORT.

To the City Council of the City of Lawrence:

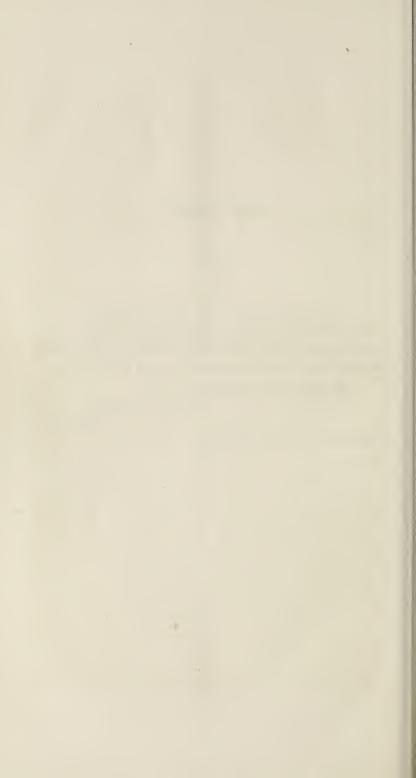
The School Committee have unanimously adopted the Report of the Superintendent as their Report, to which you are referred for such general information as pertains to our public Schools.

In behalf of the Committee, for 1855,

ALBERT WARREN,

Chairman.

LAWRENCE, December 27, 1855.





# SUPERINTENDENT'S REPORT.

School Department of Lawrence, December 22, 1855.

To the Chairman and Members of the Committee:

Gentlemen: The office of Superintendent of Schools was filled for the first two months of the present year, by the Rev. H. F. Harrington, whose enlightened and unwearied efforts for the advancement of our Schools, from the very commencement of our Municipal existence, were then ended by his removal from the city. Upon the first of March, I entered upon the duties of the office, and, as is required of me, will now respectfully submit the Superintendent's Annual Report.

### RELATIVE RANK OF LAWRENCE.

It has been customary in past years to speak of the relative rank of Lawrence, and to that point I will first call your attention.

Among the published Tables of the Secretary of the Board of Education, there is one in which the cities and towns of the State are numerically arranged according to the amount of their respective appropriations for each child between five and fifteen years of age. According to that table for the School year 1854—55, the rank of Lawrence is the third in Essex County, and the thirty-fourth in the State. There is another Table, which gives the per-centage of attendance of the scholars, and by that, Lawrence ranks twenty-first in the County, and the one hundred and eighty-fifth in the State. By comparing this return with those presented in former years, and which have been published in the

annual reports of the School Committee, the rank of Lawrence is seen to be lower than in any previous year. It would be wrong to draw the inference from either table, but particularly the first mentioned, that there is any diminution of interest in this city, in the cause of Education. Other cities and towns have found it necessary to advance considerably beyond their former appropriations, while on account of the System of Schools we have most wisely adopted, an increased number of scholars does not demand a proportionate increase in our appropriations. Every advantage which has hitherto been enjoyed by our children, has been afforded the past year, and yet, on account of our admirable system, it has been done at a comparatively small additional expenditure. Our large Grammar School, for instance, is capable of receiving 120 scholars, in addition to our present number, and the expense of that large increase, whenever made, will be proportionately trifling, as it will require only the addition of two female assistants to our present corps. However we may rank in the graduated Table of the towns and cities in the State, the provision for the Schools during the past year has been as liberal as was required, and has afforded to our children every advantage that has been enjoyed at any previous time.

In regard to the other Table of per-centage of attendance, in justice to ourselves, it should be remarked, that few towns or cities are situated as we are. We have a large foreign population, many of whom are almost wholly untaught themselves, and are strangely indifferent to the education of their children. Too many instances of the like sad indifference, occur among Americanborn parents. All efforts to awaken in the class referred to, proper interest in this particular, have thus far signally failed. Committees of past years, and the Superintendents to the close of this, the third year of their service, have exercised their utmost ingenuity to remedy this evil, and with them, the Teachers of our several grades of Schools have zealously co-operated, but the success of their endeavors has come far short of their hopes, and even their expectations. The consequence is, our rank upon the second Table is low, and if judged thereby, without any regard to the peculiar character of our population, we shall suffer improperly.

In the year 1853, the whole number of children between 5 and 15 years of age, was 1869; in the year 1854, the number was

2167. A census was carefully taken under your direction in May last, and the returns made to this office were as follows:

Ward	1 393	Pacific Corp70
"	2 573	Atlantic "67
££	3 847	Bay State " 35
"	4 289	Pemberton " 19
"	5175	Duck " 6
"	6231	Mechanic's Blocks 51
	2508	

Of this number, 2508, we can safely estimate, that one-third are of foreign parentage. The special subject of comment by my immediate predecessor, was the abstraction of a large portion of these children from the benefit of our School system, and the subjection of them to a course of education and discipline which was believed, and therefore pronounced, to be very defective. The truly important question was asked, whether the many and abiding evils of such counteraction of one of the fundamental principles of New England's political economy, might not be prevented with. out unjust interference with private rights? In the early part of the present year, a note was addressed by the Agent of one of our Manufacturing establishments, to the School Committee, asking whether blank certificates, like those issued from this office, and used by the Teachers employed by the city, but filled, and signed, and sworn to, by one subscribing himself a Teacher, but known not to be among the corps of the Teachers under the Committee's supervision., were to be considered by him as answering the intent of the law, in respect to the employment of children under fifteen years of age in Manufacturing establishments. Three certificates, concerning which the question was asked, accompanied the note. The communication was referred to the City Solicitor, and his written opinion desired. After I came into the office of Secretary of the Board, the opinion of the City Solicitor was received, and I was instructed to reply to the Agent's note in substance, as follows: "The Committee have no doubt that the blank certificates issued from this office, when filled and signed, and sworn to by Teachers in their employ, and under their supervision, fully answer the intent of the law. In regard to the certificates sent with the note, the opinion of the City Solicitor has been

obtained, which is, that they do not answer the spirit and intent of the law, inasmuch as they contain no evidence that the person professing to be a Tcacher. is qualified according to the requisitions of Chap. 23, Section 1, of the Revised Statutes, or, that the child received the instruction centemplated in that act, and that of April 13th, 1838. With this opinion the Committee fully concur, and that therefore they can not pronounce such certificates of attendance at Schools, legal, as they were not filled, signed and sworn to by Teachers in their employ, and under their supervision."

By the last Legislature an act was passed, which was approved by the Governor, May 17, 1855, which reads thus: "No child under fifteen years of age shall be employed in any Manufacturing establishment, unless such child shall have attended some public or private day-school, of which the teachers shall have been approved by the School Committee of the city or town in which such School shall have been kept, at least one term of eleven weeks next preceding the time of such employment, and for the same period during any and every twelve months in which such child shall be employed."

The question of approval of my Teachers unemployed by the city, has never been formally submitted to the Committee. The Secretary of the Board manifestally asked by one of our Manufacturing Agents, whether such an approval would be given, if formally requested, but the request has never been made.

The overseers in our various mills have generally refused to employ children under fifteen years of age, unless they brought with them what the Committee officially declared to be certificates answering the requisitions of the law. I say generally, for it has been intimated to the Secretary, or some member of the Board, that in a few instances, children have been received into our mills without such certificates. The truth of the rumor was not inquired into, but whether true or not, it is hoped that no countenance will ever be given to a violation of a wisely ordered and established law.

In the early part of the year, many children who had been attending the Romanist Schools, sought admission into those provived by the city. In August, the Romanist Schools were discontinued. The consequence was, that during the Fall term, 2279

children were received into our Schools, every room prepared by the city for School purposes, was occupied, and some of them to repletion. In the present term, commencing Dec. 3d, the Oliver Grammar School, as well as the one on the South Side, has more scholars upon its roll than at any previous time, making it necessary to sectionize the fifth Division, and put in another Teacher. If it should be necessary in order to accommodate that School, to dismiss from the Oliver School-house the Middle and Primary Schools, now occupying two rooms in that building, I know not where they could be placed. The time is close at hand, when the completion of the original plan of the Oliver School-house, giving four more rooms, or the addition of a second story to the house in its rear, on Oak street, or the building of a new house near the junction of Elm and Lawrence streets, will be imperatively demanded. The School-house on Pine street has so large Middle and Primary Schools, as to require two Teachers in each of them, and the house on Franklin street, built at the same time, has as large a Middle and Primary School as can be well taken care of by a single Teacher.

### THE CONDITION OF OUR SCHOOLS.

During the first three months of the year, the unusual prevalence of small pox in every part of the city, seizing in several instances, the children while attending school, and affecting, in its modified form, or varioloid, the Principal of the Oliver Grammar School, very seriously deranged all School operations. Indeed, the panic was at one time so great, that a suspension of the Schools for a limited period seemed to the Committee to be expedient. At their re-opening, but few scholars presented themselves, and weeks and months were passed before the Schools were restored to their former healthy condition. To prevent the repetition of this disastrous state of things, it seems to me that the Statute respecting vaccination, and the By-law of the School Committee on the subject, must be rigidly enforced. Let no child be admitted to any of our Schools until satisfactory evidence is presented that it has had the vaccine disease. That evidence should not be the affirmation of the father or mother that it has been vaccinated, nor the finding of a scar upon the arm by the Teacher, but a written certificate from a regulary, thoroughly educated physician testifying to the fact. And I would say in this connection to parents, that repeated vaccination is an unfailing preventive against this odious disease. Whenever therefore you expect for yourself or your children exposure to its influence, repeat vaccination. It can do no harm—it may save much harm; it can cost but little—it may save an expenditure of anxiety and suffering, if not of money, that cannot be estimated. With the system protected by oft repeated vaccination, one may with the same feeling of entire safety, breathe the atmosphere of the foulest pest-house, that the miner with Sir Humphrey Davy's lamp, treads the walks of his subterranean work-shop.

If the question were asked me, what do you consider the true condition of our Schools, my answer would be, quite satisfactory. Not that all our Schools are to be considered as having the same rank, for some are confessedly superior to others. ence arises from various causes. All Teachers are not equally adapted to their profession. Some, with all their efforts, fail of securing proper discipline, while others, without any apparent exertion on their part, have the perfect control of their Schools. Some, well instructed in all that is necessary to qualify one fully for a teacher, have not that aptness in teaching which is indispensable to complete success; while others, less thoroughly educated, have the power of arousing the attention of their scholars, and of stimulating into activity their undeveloped faculties. Besides these differences in Teachers, which seem to be inherent, which always have existed, and always will be found, Schools vary materially in the character of their individual scholars. Two teachers, equal in their power of discipline and instruction, placed over two Schools, thus varying in their material, could not accomplish the same results, or bring them up to the same relative rank. tion to all this, there is unquestionably, another cause for the difference noticed in carefully comparing Schools, and which is probably the most effective, viz: that some Teachers are truly engaged, heartily interested in their profession, while others are not; the former omitting no effort which would contribute to the accomplishment of the high end they have in view, the latter making no effort which is not absolutely demanded. From these various causes, operating either singly or in combination, there is a difference in the Schools of the several grades that compose our system.

The condition of a School cannot therefore be known from seeing the teacher in the streets, or from acquaintance with the teacher in the occasional intercourse of social life. It can be learned only by noting carefully all that transpires within the School-room on the part of both teachers and scholars. An eye, exercised by practice, can, in a few moments detect what is specially faulty or praiseworthy. All of our Schools have been examined with a good degree of thoroughness by the Superintendent alone, and also when accompanied by two or more members of the Committee. annual examination of all the Schools in April and May, required two weeks of school hours, a programme of which was published by the order of the Committee, in the papers of the city, with the hope that parents would manifest an interest in the Schools, by their presence. In the lower grades of Schools, and in the lower divisions of the Oliver Grammar School, there was only an occasional visitor. At the examination of the South Grammar School. of the second and first divisions of the Oliver Grammar School, the whole School being assembled in the latter part of the afternoon for general exercises, and at the examination of the High School, a goodly number of parents and friends of education sustained the Committee, and benefited the Schools by their attend-To the examination of the first mentioned, half a day was given, and a whole day to each of the others. The Grammar Schools were examined in Reading, Spelling, the Elements of English Grammar with their application, Geography, Arithmetic, taking the range of study, particularly attended to in the six months previous, and such parts as were designated by some other one than the Teacher. Upon the part of both the Committee and the Teachers, the desire was, that the Schools should appear as they really were, and it was only in such portions of study where the object desired could be obtained more speedily by the Teacher than by a visitor, that the examination was placed in the Teacher's hands. The time was limited, and the most was to be made of it. Besides the exercises above mentioned, there were in each of the Grammar Schools, singing, conducted by our excellent teacher of music, and in the Oliver Grammar School, declamations and the reading of original compositions. Judging each of these Schools by the examination then made and thus conducted, and at the time looking with a keener eye for deficiencies and mistakes.

than for what night be specially worthy of commendation, both, in my opinion, gave decided and satisfactory evidence of kind management and faithful instruction. I would not say that either of them stands at the head of that class of Schools, but I am willing to say, that when our citizens invite strangers to visit them, there need be no misgivings of their failing to sustain the reputation they have acquired. Indeed, I have taken peculiar pleasure, a becoming pride, in conducting a stranger to our Oliver Grammar School, and having him witness, the proper boast of New England, an admirably ordered—well instructed—and happy—public Grammar School.

The examination of the High School occupied one day, though that time was too limited. Classes were examined in Latin and French, Algebra, Geometry, Chemistry, History and Logic. the classes that passed in review before the Committee and visitors, appeared well. The advanced class in Virgil deserves particular remark. In their reading, scanning, translating and giving the grammatical construction of the sentences and words that were designated by the visitors, evidence was given of great precision and nicety in teaching, and studious attention in learning. The class was composed principally of young ladies, who seem to have a natural facility for acquiring language, and a felicity of translation seldom attained by young men of the same age and advantages. The classes in Algebra and Geometry satisfied their special examiners, that teachers and scholars had been alike faithful. class in Logic excited special interest with the large number of visitors, and particularly with its examiners, partly from its having been studied for the first time during the year then closed, but principally from the promptness and accuracy with which the class answered the various questions presented by the teacher and oth-It was regarded as one of the best recitations of the day. The closing exercise was an affectionate and complimentary address of the Principal to the graduating class, composed of six young ladies, when they received from the Superintendent their Diploma of graduation. Those visitors who followed the scholars in their various exercises, retired with the pleasing satisfaction that the High School, under its present able and faithful Teachers is well accomplishing the work for which it was instituted.

Our lower grades of Schools are mostly in a satisfactory condi-

tion; some of them, indeed, are among the first in their respective classes. On many accounts, and especially with the material of which they are composed, the Teachers in these Schools, and particularly our Primaries, must find their monotonous course of duty tedious and wearisome. A constant effort is necessary to keep up a proper degree of interest in this dispiriting routine, and when that necessity is not felt or met, the School inevitably suffers. With this qualification, I would still say, that our Schools below the Grammar, are, upon the whole, in a good condition.

### THE SCHOOLS.

The number of Schools, Teachers and pupils of the different grades at the present time, as compared with the number at the time of the last two Reports, is as follows:

	1853	3.	185	4.	1855.		
Grade of Schools.	Teachers.	Scholars.	Teachers.	Scholars.	Teachers Schools.	Scholars.	
High,	1 2	52		66		68	
Grammar,		489			2 13	494	
Middle,	6 6	372	8 8	324	8 9 2 2	388	
Mixed,	2 2 2 9 10	556	0:11	429	10:14:	225	
Primary,	9.10	330	9,11,	402	10,14,		
Total,	20 30 1	580	22 35	1391	23 40	1885	

A more particular table, representing the individual schools of each class, is here presented. The column of the per cent. of attendance is based on the average number reported as belonging.

	Schools.	Whole No. belonging.	Average No. belonging.	Attendance.	Attendance.	Under 5 yrs.	Over 15 yrs.	Whole No. belonging.	AvcrageNo. belonging.	Average Attendance.	Attendance.	Under 5 yrs.	Over 15 yrs.
Hi	gh.	75	68	65	95		52	68	58	53	93		46
'n	(Oliver,	524	408				27	519					43
Gram.	South,	43	36	35.3	98		1	66			93		3
Ö	Elm St.,	25	22	18.4	84			41	32.7		77		
	Newbury St.,	66	45	35	77			67		37.2	84		
င်	Ol. House,	44	38		77		1	62	47				
Middle.	Amesbury St.,	48	40.4					68	48.5	45.4			
Lid.	Pine St.,	60	49.4					95		67.5			
~	Cross St.,	46	41	37	90			41	36	30			
	Franklin St.,	42	37	29.2	79			51					
	South,	57	53	38		6		69			84		
Mixed.	Prospect St.,	68	52	46.5	89	8	1	71	62			5	1
Lix	Tower Hill.	45	43	34	79	8		50			97	6	
1	Newbury St.,	136	103	75	72	26		143			80	31	
	Elm St.,	83	75	48	64	25		140	122	78.7	64	28	
	Ol. House,	60	42	31	73	9		117	90	82	91	15	
cs.	Oak St. No 1 5	151	117	93	79	43		78	69	61	88	29	
ar.	" " 2 {							61	56	50	89	12	
.E.	Amesbury St.,	70	60	44	74	9		117	90	82	91	15	
Primaries.	Pine St.,	104	89	58	68	17		150	130	93	71	33	
	Cross St.,	55	48	39	81	12		64	55	42.7	76	6	
	Franklin St.,	59	48	38.5	80	10		77	59	50.7	86		
1	South,	67	56	42	75	25		64	47	36.7	80	26	
		1928	1571	1257	79.9	198	82	2279	1870	1563	83.6	218	93

### LIST OF TEACHERS.

A table giving the list of Teachers now in service, their location, and the time of their engaging in teaching in Lawrence.

and the time of their engaging in teaching in mawrence.								
S	chools.	Teachers.	Commenced teaching in our Schools.					
High,		Samuel J. Pike,	Sept., 1853.					
01: 0		Jane S. Gerrish,	Jan., 1852.					
Oliver Gra		Geo. A. Walton,	Apr., 1854.					
"	" 1st di		Oct., 1852.					
cc	" 2d "	Inizabeth W. Lottel,	Apr., 1853.					
66	" 3d "	E. G. Macy,	Nov., 1852.					
66	" 4th "	M. B. F. Brown,	Dec., 1848.					
66	ec ec ec	Mary Young,	Feb., 1854.					
66	" 5th "	Abbie Hale,	May, 1851.					
66	C\$ C\$ C\$	C. M. Gardner,	Sept., 1854.					
66	" 6th "	Rachel A. Gerrish,	April, 1821.					
66	66 66 66	A. Persons,	Sept., 1854.					
<b>6</b> ;	" 7th "	Mary Tenney,	Sept., 1855.					
<b>6</b>	(( (( ((	Louisa J. Faulkner,	Dec., 1855.					
South Gra	mmore	J. B. Fairfield,	Dec., 1850.					
Elm Stree		E. M. Duncklee,	March, 1850.					
Nomburg	S+ "	M. J. Hanscomb,	May, 1855.					
Newbury			April, 1848.					
Oliver Ho	use,	S. O. Brickett,	Dec., 1853.					
Amesbury	St., "	A. Evans,						
Pine St.,	"	C. A. Chickering,	April, 1851.					
		Urania A Ingram,	Sept., 1855.					
Cross St.,	66	M. F. Putnam, E. J. Twombly,	Mar., 1854.					
Franklin S		E. J. Twombly,	April, 1848.					
South Sid		M. F. Robie,	April, 1843.					
Prospect S	St., Mixed	Caroline E. Mitchell,	May, 1852.					
Tower Hil	1, "	E. Richardson,	April, 1850.					
Elm Stree	et. Primary	M. A. Chapman,	Dec., 1854.					
cc c:	44	R. Doane,	Nov., 1853.					
Newbury S	St., "	Hannah Cole,	April, 1855.					
"	· · · · · ·	A. M. Porter,	March, 1854.					
Oliver Ho	use "·	Martha M. Smith,	May, 1855.					
Oak St., N		Maria L. Cobb,	April, 1854.					
" " N	Io 2 "	Lizzie L. Jenness,	Sept., 1855.					
Amesbury		M. J. Wells,	June, 1852.					
"	" "	A. A. Parsons,	Sept., 1853.					
Pine St.,	65	S. C. Duncklee,	April, 1854.					
rine St.,	66	Anna M. Morrison,	Sept., 1855.					
	66	E. F. Pratt,	Aug., 1850.					
Cross St.,		T. T. Cordon	Dec., 1854.					
Franklin S		L. L. Gordon,	June, 1855.					
South Side	, "	Adelaide B. Poor.	dute, 1000.					

The whole number of scholars that have been received into our . Schools the present term, which commenced December 3d, is as follows:

Schools.	No. of Scholars.
High,	60
Grammar,	
Middle,	435
Mixed,	103
Primary,	757
	1944

A number greater than were ever before assembled within the City Schools.

The expenditure of the School Department for the year now closing, beyond the salaries of Teachers and Janitors, and the bills for Fuel and Repairs, have been unusually small. more considerable items in the expenses have been incurred by the addition which you ordered to the Elm St. House, providing a Recitation Room to the Primary School in that building, and by the alteration of the platform in the hall of the Oliver Grammar School, both of which have greatly increased the accommodations of those Schools. The bill created by furnishing Books to the children of indigent parents is larger than it has been in some past years, and because of the kind of children which, for reasons above mentioned, have sought admission into the City Schools. The cost of Repairs in the buildings, fences, &c., of twelve houses, which are not private, but which are, and are known to be, City property, is necessarily large. Scarcely a day passes without a call upon the Superintendent to have glass. broken by heedless boys, reset; locks, that have been thoughtlessly damaged, repaired; keys, that have been lost by earelessness or theft, replaced; gates that have been rudely wrenched off, put on; stove funnels or furnace pipes, that earry smoke in the wrong direction, made to act more philosophically, more in harmony with the proprieties expected in a school-room; and so on, through a catalogue almost endless. Every item must be attended to immediately, and the cost of the year's aggregate of these incessant renewals and repairs, cannot be an inconsiderable amount.

There has been recently ordered by you a change in the Grammars and Geographies, but not without proper deliberation. It was not hastily done. While my predecessor was in office, the question of changing Grammars was brought before you. The change of Geographies was proposed at a later date, but the subject of both changes has been frequently discussed by you, since I have acted as your Secretary, and at last the decision was made, that the change of both was demanded. In Tower's Elements of English Grammar, and in the Common School Geography, by Colton & Fitch, the Schools will have text books well calculated to attain the object at which they aim, and I have no doubt, that upon careful comparison of the books introduced, with those displaced, ev-

ery considerate examiner will fully sustain your action.

The subject of irregular attendance at School, and truancy has received particular attention in the past reports of School Committees and Superintendents. They are confessedly great evils, calling loudly for correction. They are evils which now operate most unfavorably upon our Schools and individual scholars, though not to the degree that they have in years past. Did I imagine that I could present any considerations which would suggest a remedy, or in any measure tend to the prevention of the evil, I should most happily do it. I am persuaded, that if the appropriate and emphatic remarks of previous reports have effected little or nothing, I can not say any thing which would be of any avail. my duty, however, to add in this connection, that in the Grammar Schools and in the High School, the attendance has been greatly improving of late. In the latter, particularly, the average attendance has been as great as could be expected. Its records show that during the eight terms in which Mr. Pike has been the Principal, the average attendance has been over 93 per cent.

Many topics of interest to the true friends of the Common School system of New England, so wisely adopted by our forefathers, and so effective of good to the present and past generations of this portion of our country, have been suggested to my mind when meditating upon this Report. But another suggestion has been continually operative, arising from the large number of copies of former Reports, still on hand, or which have been used as so much waste paper, and which has been addressing this language to me-" Your words, as they are to be unheeded, might as well

be few." I therefore waive all consideration of such topics, and conclude my Report, by expressing the hope, that the same liberal and enlightened policy, which has marked the past history of this town and city in respect to our public Schools, may govern its authorities in all the future, and that the ever acting endeavor may be, so to elevate the rank and increase the efficiency of all classes of our Schools, that it cannot be said with truth of any town or city in the Commonwealth, its Schools, or a particular grade of its Schools, have attained a higher standard than those of Lawrence.

All of which is very respectfully submitted.

GEORGE PACKARD,

Superintendent of Schools.

### TENTH

## ANNUAL REPORT

OF THE

# SCHOOL COMMITTEE

OF THE

# CITY OF LAWRENCE,

PREPARED BY THE

## SUPERINTENDENT OF SCHOOLS,

1856.



LAWRENCE:
GEORGE W. SARGENT & CO.
1856.

ANDOVER:
WARREN F. DRAPER,
STEREOTYPER AND PRINTER.

211/17/11

## REPORT.

To the City Council of the City of Lawrence:

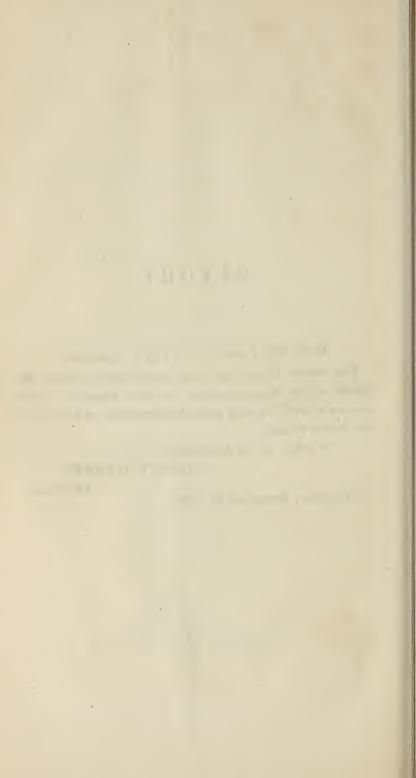
The School Committee have unanimously adopted the Report of the Superintendent as their Report, to which you are referred for such general information as pertains to our Public Schools.

In behalf of the Committee,

ALBERT WARREN,

Chairman.

Lawrence, December 30, 1856.



## SUPERINTENDENT'S REPORT.

School Department, Lawrence, Dec. 27, 1856.

Gentlemen of the School Committee:

I now present you the Annual Report, which your Regulations require me to make at the close of the school year.

#### INCREASE OF PUPILS.

One of the most marked and obvious characteristics of our city is its rapid growth. It is but of yesterday, and yet its population numbers nearly twenty thousands. This general increase finds its counterpart in the increase of children who do, or who ought to attend our Public Schools. In 1853, the number of children in the city, between the ages of five and fifteen years, was 1869; in 1854, it was 2167; and in 1855, it increased to 2508. The census of such children, taken in May last under your direction, exhibits a total of 2792—an increase over last year of 284. These children were distributed in different parts of the city as follows:

In	Ward	1		413	In	Ward	4		326
	66	2		613		"	5		217
	66	3		967		"	6		254

The following numbers of these children belong in the several corporation boarding blocks:

Pacific .	٠	96	Pemberton	21
Atlantic		80	Duck	5
Bay State		37	Machine Shop	45

There has been a very nearly corresponding increase of pupils in actual attendance upon the schools during the year. The following table shows the respective numbers of schools and teachers, as well as the pupils attending them, at the present time and at the times the three preceding Reports were made.

	18	53.	18	54.	18	55.	1856.		
Grade of School	Schools. Teachers.	Pupils.	Schools.  Teachers.	Pupils.	Schools. Teachers.	Pupils.	Schools. Teachers.	Pupils.	
High	1 2	52	1 2	66	1 2	68	1 3	73	
Grammar.	210	489	212	508	213	494	2 15	696	
Middle	6 6	372	8 8	324	8 9	388	810	431	
Mixed	2 2	111	2 2	61	2 2	100	2 2	113	
Primary .	910	556	911	432	1014	835	10 14	722	
Totals	20 30	1580	22 35	1391	23,40	1885	23 44	2035	

This gives an increase of pupils, over last year, of 150. But it will be seen that while the table shows a considerable increase in each of the other grades, it exhibits a decrease in the Primary Schools. And yet the whole number of pupils belonging to those schools last term, was some 120 more than belonged to them during the corresponding term of last year; showing a greater falling off between last term and this than between the corresponding terms a year ago. But

no permanent or inherent cause for this greater falling off is to be found in any change of our population, or of its disposition toward the schools; and it probably is solely attributable to the greater inclemency of the weather during the present term, keeping more of the smaller children from attending school. Instead, therefore, of a decrease, there has actually been a large increase of Primary pupils; and if as large a proportion of them were now in the schools as were last year at this time, then instead of 722, the number now attending the Primary Schools would be some 937, which would make the total increase for the year, 365. As there were 963 pupils in actual attendance upon the Primary schools at the close of last term, I am inclined to think that the actual increase is not less than 300.

The following table exhibits the general statistical condition of all the schools for each term in the year. As heretofore, the per cent. of attendance is based upon the average number belonging. The first term commenced Dec. 3, 1855.

		,	
ij	Over 15 yrs.		192
TERM	Under 5 yrs.	111 14 + 4 + 17 17 17 17 17 17 17 17 17 17 17 17 17 17 1	246 76
	Per cent. of Attendance.	8 8 8 8 8 8 8 8 8 7 7 8 8 8 8 7 7 8 8 8 7 7 8 8 8 7 7 8 8 8 7 7 8 8 8 7 7 8 8 8 7 7 8 8 8 7 7 8 8 8 7 7 8 8 8 7 7 8 8 8 8 7 8 8 8 8 7 8 8 8 8 7 8	82.73
H	Average Attendance.	66 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	1715 82.73
UR	Ачегаде Мо. Бегопдінд.	473 414 414 414 414 611 611 611 611 611 611	2073
F O	Vhole No. belonging.	5533 5533	2412
	Over 15 yrs.	1401 1	65
M.	Under 5 yrs.	20 20 20 20 20 20 20 20 20 20 20 20 20 2	225 6
ER	Per cent. of Attendance.	8 3 8 8 1 1 8 1 8 8 1 1 1 8 1 8 8 8 1 1 8 1 8 8 8 1 8	82.29
D T	Average Attendance.	2	
THIRD TERM	Average No. belonging.	48668 48668 11774 11	2005 1650
TH	belonging.	5.882 5.882 5.99 5.99 5.99 5.99 5.99 5.99 5.99 5.9	2287
	Whole No.		
i.	Over 15 yrs.		85
R	Under 5 yrs.	2 2 4 4 1 2 2 2 3 4 1 1 2 2 2 3 4 1 1 2 2 2 3 4 1 1 2 2 3 4 1 1 2 3 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	181
TERM.	Per cent. of Attendance.	0.8888888448888888888888888888888888888	82.29
	Average Attendance.	$\begin{smallmatrix} 4 & 4 \\ 6 & 6 \\ 6 $	1567 82.29
ECOND	Average No.	5.46 5.46	1892
SE	Whole No.	654 654 658 668 669 669 669 671 711 711 711 711 712 713 713 714 714 714 714 714 714 714 714 714 714	2303 1892
(	Over 15 yrs.	1 2 3 2 3 3	85
	Under 5 yrs.	12 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	166
ERM	Attendance.	877 777 777 777 777 777 777 777 777 777	82.74
	Attendance. Per cent. of	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1429 85
E S	Average	**	7 14
IRS	Average No.	25.5.5.5.5.5.5.5.5.5.5.5.5.5.5.5.5.5.5.	1727
14	Whole No.	2.81 2.81 2.82 2.82 2.83 2.84 2.85	2201
	Schools	Oliver, High.  South  Amesbury St.  Cross St.  Fin St.  Fin St.  Franklin St.  Pine St.  Prospect St.  Oak St.  Oak St.  Oak St.  Oak St. No 1.  Oak St. No 1.  Oak St. No 1.  Prospect St.  Prospect	

#### INCREASED ACCOMMODATIONS.

At the beginning of the year, every school-room in the city was occupied by a school, and nearly every school had quite as many pupils as it could properly accommodate.

Hence, the increase of pupils demanded increased accommodations. The pressure was first felt in the Oliver Grammar School, and as a remedy it became necessary to remove from the Oliver building, the Middle and Primary Schools that had occupied rooms there. To provide for these, the one-story building on Oak street was raised up, and another story added, affording two good additional rooms, to which they were removed. Since this removal, they have been called, respectively, the Oak street Middle, and the Oak street Primary, No. 3. The out-houses of the Oliver building were found to be inadequate to the necessities of the case, and they have accordingly been enlarged, and arranged in a manner that will ensure much more decency and propriety in their use.

In the Amesbury street Primary School there were over one hundred pupils, with two teachers, in a single room of only medium size. Two classes had, therefore, to be heard in the same room at the same time—a thing that, even in a small school with a large room, is to be endured only until it can be remedied. But with this large school, in a small room, such a procedure was highly prejudicial to the interests of the school, and a spacious and convenient recitation room was therefore erected for its use.

The removal, by the owner, of the old house that had covered a corner of the school-house land on Elm street, and which had served as a wood-shed for the school, and in part for a fence, rendered it necessary to construct a wood-house, and to build several rods of fence there.

The increase of the High School made it necessary for it to occupy the recitation room, originally designed for it, but which had been used by the first division of the Grammar School; and a recitation room was provided for the Gram-

mar School, by finishing, and fitting up for that purpose, a portion of the unfinished space in the attic of the Oliver building. Convenient access to it was secured by constructing a passage-way over the stairs that lead to the large hall of the Grammar School.

The house on Prospect street became too strait for the school, and was in other respects altogether unfit for use as a school-room. With the liberality which has always characterized our city in school matters, the City Council promptly made a generous appropriation for the purpose of erecting a new school-house there; and a building for that purpose, which will be an ornament to that portion of the city, is now nearly completed.

#### INCREASE OF TEACHERS.

By recurring to a table already given, it will be seen that the number of teachers employed by the city, not including a teacher of music, was, in 1853, thirty; in 1854, it was thirty-five; and in 1855, forty—increasing five each year. This year the increasing number of pupils has been provided for by employing four additional teachers. Of these, one is an assistant in what has heretofore been termed the South Side Middle School, another is second assistant in the High School, and the other two are in the Oliver Grammar School.

Of the propriety of employing a second assistant in the High School there can be, I think, little question. Since the increase of its numbers, at the time of the last annual election, two teachers could not have met the demands of the school; and the three now there find abundant use for all their time and energies.

The increase, in two terms, of 135 pupils in the Oliver Grammar School created an obvious necessity for at least two additional teachers there. Instead, however, of employing two females, one female and one male assistant were elected—the latter to occupy the position of Sub-Master.

The question of having a Sub Master in that school had been presented to previous committees, and, though the measure was not adopted by them, it had been favorably considered. The greatly increased size to which the school had now attained, together with the wild, wayward character of many of the new pupils, awakening and encouraging similar propensities in the old ones, gave increased significance and force to the considerations that had been before urged in favor of the measure. As a matter of fact, it was found that the effort demanded of the female teachers to maintain discipline, was not only taxing them unduly, but, by exhausting so much energy in that direction, detracted somewhat from their efficiency in the more direct work of teaching. At the same time there was not secured so much of that ready obedience which yields to disciplinary force without attempting to test its power, as is highly desirable. It was thought, therefore, that another male teacher in the school would accomplish the desirable ends of better discipline and order, and of the more thorough, if not also the more rapid progress of the pupils. It was first proposed, if necessary, to place the more wayward pupils, of all the divisions, together, under the immediate care of the Sub Master; but it was found that his influence extended so much, and so effectually, beyond those under his immediate care, as to accomplish the desired end without resorting to such an expedient. Through his influence, discipline is more easily maintained in all the divisions, many transgressions that would otherwise be committed are prevented, and a higher tone, in aspiration and achievement, is thereby given to the school. I presume no one fully cognizant of the state of things, both before and since the establishment of the Sub Mastership, will desire its abolition.

#### EXPENDITURES.

The expense of the increased accommodations, this year provided for the schools, is four thousand and eighty-four dollars and seventy-two cents. This has provided room about equal, in capacity and convenience, to that afforded by the Franklin and Pine street houses, which, in like manner without furniture and other fixtures, cost the city six thousand dollars. In addition to the above, between four and five hundred dollars have been expended for furniture, stoves, and other fixtures for the new rooms, and some two hundred dollars more will be required to furnish the new house on Prospect street. These expenditures being for permanent purposes, and adding their entire amount to the value of the school property of the city, are hardly to be reckoned among the current expenses of the schools.

The actual current expenses have been small in proportion to the number of schools and pupils.

The salaries of teachers and janitors have remained as heretofore, with one exception, in which the amount has been diminished; and the sums paid for the numberless and nameless little repairs, that are constantly required, have been quite moderate.

With the increase of pupils, it is unavoidable that the city must furnish a larger number of books for what are termed "indigent" pupils; and our population is of such a character, that a larger proportionate expenditure is required in this direction than in almost any other place. But while the law requires each town or city to furnish books for such children as are not otherwise provided with them, it also requires that the cost of the books thus furnished shall be reported to the assessors, who shall add the amount to the tax bill of the parents or guardians of the children who have received them, except in the case of such persons as the assessors deem actually unable to pay for them. I am told that this has never before been done in this city; but the amount which, by its being done this year,

will thus return into the city treasury, will reduce the nett expense on this score below that of previous years.

While it has been necessary to increase the permanent investment for schools, and while additional teachers have been required, it is to be remembered that the taxable wealth of the city has also increased; so as but slightly, if at all, to increase the burden of the individual tax payer.

#### INTERRUPTIONS.

Upon the whole, the schools have this year been interrupted less than usual. The altering of the Oak St. building caused a short suspension of the two schools then there, and the fire in the Franklin St. house also interrupted the schools in that place.

The fire was no doubt the work of an incendiary, as there was nothing in the part of the building where it originated, or in any part of it, that could possibly have produced the fire. The building being insured, the city sustained no loss.

At the outset, the insurance agent, who had the legal control of the matter, and also the contractor he employed to repair the house, gave assurance that, by omitting some part of the work until vacation, the house could and would be made ready for the reception of the schools in a week. Nor was there, so far as I know, any doubt but that it might have been done. In view of such a prospect, it did not seem advisable to make the necessary removal of furniture, etc., to convene the school in another place for so short a time. The room for the Middle School was made ready in some ten days, and the school put in operation; but though the completion of the other room continually seemed nearer and nearer at hand, causing a removal to appear less and less desirable, it was nevertheless four weeks before the school could be resumed.

But if this delay had been foreseen, it is still a question whether it had been best to have convened the school elsewhere. There was no available building nearer than the engine house in ward five. But, beside its distance from the district, its proximity to the depot was objectionable. Moreover, the bridge on Lowell street, over the railroad, is so far out of the way as to have rendered it difficult, if not impossible, to prevent the children from crossing the railroad track, on their way to and from school, at a point near the depot, where, in addition to the ten or a dozen regular trains, engines are almost constantly passing to and fro, for local purposes; and many parents were unwilling to have their small children thus exposed.

The schools in the Oliver and Pine St. buildings have also been several times dismissed for a half day, on account of cold. This, however, is no new thing. The same difficulty has been experienced each successive season. Each successive committee have studied and experimented over the matter, with but indifferent success. Different janitors have been employed, and some of them have worked the furnaces somewhat better than others, but none have been able properly to heat those buildings on the coldest days of each winter.

In the High School, during the period between the resignation of Mr. Pike and the election of Mr. Farrar, the attendance was very irregular, materially affecting the percent. of attendance for the term.

#### NEW TEXT BOOKS.

A strong repugnance has been felt against any change in text books. And yet, it has appeared necessary to make some changes. The reading books that were in use were old compilations, and were confessedly inferior to more recent ones. The children had also become so familiar with their contents, as to fail of receiving from them the benefit that may ordinarily be derived from a reading book. The propriety of a change was therefore obvious, and one was accordingly made. The new readers, I am happy to be able to say, are not only producing good results, but are received with general if not universal favor.

The writing books used in the schools at the commence-

ment of the year had never been formally adopted by the committee, and during the summer it was thought best to introduce another series. There probably is no great difference in the positive value of different copy books, because they are so nearly alike, but more because in writing the progress of the pupil depends largely on the personal in-struction and oversight of the teacher. The books introduced, however, seemed preferable for the use of such mere beginners in writing as most of our pupils are, because more attention is given to plain and simple, and less to ornamental writing, and because, also, the elementary forms of letters are more clearly pointed out, and are arranged in a more progressive series of exercises. The ordinary objections to a change, on the score of expense, did not apply to this; since each pupil was allowed to fill out whatever book he had, and the new books are no more expensive than the old.

The only text book of Grammar in use in the Grammar School was Tower's Elements. It had been thought that, with proper oral instruction, this would prove sufficient. But upon trial, it did not seem to work as well as had been anticipated. It was therefore restricted to the four lower divisions of the school, and the teachers have been allowed to use Tower's larger Grammar in the first three divisions.

Without displacing any other book, or study, Tower's Grammar of Composition has been introduced into the first division of the Grammar School. The propriety of introducing such a study may be worthy of a moment's attention. There is no position in life where facility in the use of language and the expression of thought is not highly desirable, and yet very little attention is in our schools bestowed in this direction. The teacher aims to impart facts and elicit thought, but seldom interests himself to teach his pupils how to communicate with propriety and force what they have learned. They are taught, in ordinary grammatical instruction, how to detect and correct the false syntax of others, but seldom thereby acquire for themselves additional readiness, fulness or accuracy of expression. It is true that

this is a more difficult work, but this fact only renders it the more rather than the less important to undertake it. It is true also that text books and instruction cannot so directly and efficiently accomplish this object as they can some others. But still they may do something, and much, toward its accomplishment, and ought therefore to be used the more faithfully. Tower's book is undoubtedly better adapted to subserve such a purpose than any other.

#### EXAMINATIONS.

At the annual examination for that purpose, an unusual number of candidates presented themselves for admission to the High School. As a whole, their attainments were quite satisfactory. But in order to preserve the high character of the school, and cause it to accomplish the purpose for which it was established, it was indispensable to maintain a high standard of qualifications for admission. But to maintain such a standard, it became a painful necessity to decline admitting five of the forty-three applicants. This very naturally caused them and their friends to feel some disappointment. Of course, notwithstanding the exercise of the highest judgment and the strictest integrity, mistakes are liable to be made. Quite possibly some were made in this election. But upon the whole, there is reason to fear that more mistakes were made in receiving than in rejecting. In the end, it would undoubtedly have been better for some who are now in the High School, had they assiduously pursued Grammar School studies another year. I am happy to add, however, that notwithstanding the disappointment felt, your action was cheerfully acquiesced in by all concerned.

The examinations for teachers have evinced that a sufficient amount of ability and culture is at any time available to supply any vacancies that may occur in our corps of teachers. At each examination, there have been more candidates with ample qualifications than we had any occasion to employ.

The annual examination of the schools occupied a little more than two weeks - a programme of which was previously published in the city papers, with the hope of attracting the presence of parents and others. At most of the examinations more or less visitors were present, but I am sorry to be compelled to say that the number was comparatively far too small. Parents and friends hardly realize how their presence prompts the teacher and inspires the pupils, or they would visit the school-room much more frequently than they do. Such visits are especially advantageous to the Middle and Primary Schools - just where they are the least frequently made. If I could add one word, or many, that would induce parents oftener to visit the schools, both at examinations and at other times, such word or words should not be withheld. It is a point that every parent, sedulous for the interests of his or her child, should on no account overlook.

The examinations revealed some disparity in the methods of teaching, in the relations existing between teacher and pupils, and in the results attained. In the Primary Schools, the subjects were reading, easy spelling, and the simpler combinations of numbers. Among the more abstruse problems mastered by the little fellows, were such as the following:

"A man bought 3 bushels of Carolina potatoes, 2 bushels of Chenango, and 4 bushels of Rohan potatoes; how many bushels of potatoes did he buy in all? He sold 2 bushels of the Rohans, and 1 bushel of the Chenangoes; how many bushels of potatoes did he sell? How many did he have left?"

Not a little enthusiasm was manifested over such problems, and they were generally solved in a manner that would do no discredit to thrifty traders on the street. In some instances, the reading, in easy lessons of course, was remarkably good. It was generally better than the spelling.

The hardest tasks in the Middle Schools, the performance of which is most essential to promotion to the Grammar Schools, were — not greatly to trip or hesitate in the multiplication of any factors not larger than twelve, given out indiscriminately — to spell accurately, and readily such words as wholly, wrong, courage, tongue, trouble, receive

believe, and the like—and to read, with tolerable correctness, such pieces in Sargent's Second Reader, as the "Story of some Hot Water," "The Boy who broke through the Ice," and "The Baby." In most respects, the Middle School examinations were quite satisfactory; though their reading was upon the whole hardly so great an advance over that of the Primary Schools as is desirable.

The Mixed Schools work at a decided disadvantage, on account of having to carry along at the same time, and with but one teacher each, the studies of both the Primary and Middle Schools. And yet their examinations were highly creditable, and they have sent some thoroughly fitted pupils to the Grammar School.

The examination of the Grammar Schools called out a larger number of visitors than any of the previous examinations. No special preparation had been made for it, by either teachers or pupils; and the pupils were given to understand that they were liable to be examined in any of the studies that had been pursued by them. Classes were accordingly put to the test on points indicated at the moment, and the different parts of a subject were considered in such varied order that no immediately previous preparation could be of any avail.

Of the results, I think I may safely speak in high terms. There was a fulness and accuracy of attainments that were especially gratifying, while the range of studies, and the standard of proficiency in each of them, have been kept fully up to the standard of past years; in some respects even transcending it. In the South side school, there was a marked improvement in the distinctness and accuracy with which the several subjects were comprehended, over what had been manifested at previous visitations. Another noticeable feature in that school was the hearty enthusiasm of the pupils in its pursuits.

In the Oliver School, the enunciation in reading and speaking was remarkably good; and a good appreciation of the peculiar character of the pieces read was also evinced. There was, moreover, an unusually full and mi-

nute acquaintance with what may be termed the surroundings of the subjects under consideration. A part of the examination in Geography, in the first division, apparently did not equal the expectations of the teacher, but other portions of it were decidedly excellent. The map-drawing elicited universal admiration.

The High School examination unfortunately occurred on a very rainy day. The pupils, however, manifested no little energy and determination in being present, even if most of the visitors' seats were empty. It was impracticable to hear all the classes, but such ones were called as it was thought would give the most accurate idea of the real attainments and condition of the school. The classes in Algebra and Geometry appeared to good advantage, and maintained, generally, such self-possession under a cross-fire of questions, as evinced that the pupils felt pretty sure of standing on safe ground. The Latin classes exhibited much facility in translating, a good acquaintance with grammatical forms, and scanned with remarkable accuracy. The French classes also appeared finely; as did those in Physical Geography, and Logic. Indeed, the examination, in all its parts, was highly satisfactory; and those who have the amplest means of judging pronounced it fully equal to any previous one. It is certainly a school of which we may well be proud; and I apprehend that the grammatical and other deficiences, said to have been manifested by candidates for Normal Schools, who were graduates of High Schools, can hardly be traced to our High School.

In conducting these examinations, it was borne in mind that there is a difference between examinations for promotion, or for the office of a teacher, and the ordinary school examinations. In the one case, the aim is to ascertain if an individual is possessed of a given amount of attainments, without overbalancing deficiences. In the ordinary school examinations, the object is not so much to ascertain how much any individual pupil knows, as it is to learn how large and efficient are the collective, working forces of the school. The one is the examination of an individual; the

other, of a school. To secure the end aimed at by the first, we have to do only with the individual; to secure the object of the other, many individuals, and not the pupils only, but also the teacher, and these, not in a separate, but in their related and collective capacities, must come under review. To a just estimate of the value of a school, as an educational force, the method, bearing, and spirit of the teacher, and these, too, in actual contact with the minds of the pupils, are important considerations, and should by no means be overlooked.

#### PUPILS FROM METHUEN.

Four pupils in the High School, and five in the Oliver Grammar School come from within the bounds of the town of Methuen. The parents of most, if not all of them pay taxes and do business in the city. This does not legally entitle them to a place in our schools, but has perhaps had influence in causing as favorable a construction as possible to be put upon the law. The precise language of the law upon the subject is as follows:

"Children living remote from any public school in the town in which they reside, may be allowed to attend the public schools in an adjoining town, under such regulations, and on such terms as the school committee of said adjoining towns may prescribe; and the school committees are authorized to pay out of the appropriations of money raised for public schools, in aid of such children."

Negotiations have been entered into with the Methuen committee, and in the meanwhile the children have been suffered, without any formal sanction, to remain in the schools, but at present there does not appear to be a strong probability of an amicable arrangement. There has also been a doubt expressed as to the applicability of the law to at least some of the cases in question.

#### DONATION OF GEN. OLIVER.

In June last, Gen. H. K. Oliver generously donated to the School Department, for the benefit of the High School, a fine engraving of the Landing of the Pilgrims, and also one of the Battle of Bunker Hill, together with busts of Cicero, Demosthenes, Socrates, Plato, Franklin, and Washington, and statuettis of Galileo, Bowditch, Dante, Gæthe, Schiller, Tasso, Ariosto, and Plutarch.

These now adorn the walls of the High School room, adding not a little to its attractiveness, and serving to incite the pupils to a higher culture of mind and heart, by the daily contemplation of illustrious names.

#### DEATH OF MISS E. W. POTTER.

Death has this year again invaded the ranks of our teachers, and removed from among us Miss Elizabeth W. Potter, who had charge of the second division of the Oliver Grammar School. Her health began manifestly to fail before the close of the summer term, and she was granted leave of temporary absence. At the beginning of the fall term, she was not able to resume her place in the school, and before the close of the term, she went the way of all the earth. Amid associates of superior qualifications, she stood conspicuous - eminent alike in the school-room, and in the social walks of life. In losing her, the city has lost one of the noblest of that noble class — New England School Teachers. She has left pleasant and excellent memories in the minds of the many of our youth who came under her instruction; and her example and success will no doubt inspire a higher public appreciation of the vocation of a teacher, and encourage those in it to follow it more unselfishly.

#### RESIGNATION OF MR. PIKE.

Immediately after the commencement of the fall term, Mr. Pike resigned the Principalship of the High School, to accept a more advantageous position in Somerville. A strong desire was felt to retain his services, and an increase of salary was proffered him in case he should remain. But he did not find it practicable to do so. The variety of his acquisitions, his facility in imparting instruction, his power to awaken the enthusiasm of his pupils, and the strength of attachment he elicited from them toward himself, justly gave him the reputation of a first class teacher. That others should desire his services, is, therefore, not strange; that they should offer him greater inducements than we could, was no wrong on their part; that he should accept, was no fault in him; that we should lose him, was beyond our power to prevent.

#### ELECTION OF MR. FARRAR.

Much anxiety was felt to secure a proper successor to Mr. Pike. For more than one reason, the place was a hard one to fill. Whatever the attainments or abilities of any one who might be selected to occupy it, he could not escape unfavorable comparisons. No election was therefore had, until it was believed that the highest available talent had been thoroughly canvassed. When the election did take place, William H. Farrar, a graduate of Dartmouth College, and who for the last six years has been the Principal of the Woonsocket High School, was unanimously elected. He has devoted himself exclusively to teaching as a profession, since his graduation, and has uniformly met with the highest success. His success since he has been here seems to be all that could have been expected.

#### SOME GENERAL ITEMS.

The schools are now all in good working order; though the Prospect street school, while doing as much as it ever has done, and as much as it can do under its present circumstances, still fails to meet the growing wants of the district. As soon, however, as the new building there is completed, the embarrassment can be removed. The pupils in the Pine street Middle School have so decreased, that but one teacher is needed there, and a teacher has thus been released, so that the need of a Primary teacher on Prospect street has been met, without adding to the number of our teachers. On account of the admission of Primary pupils into the South side Middle School, it will hereafter rank as a Mixed school — with two teachers.

The peculiar situation of the rooms occupied by the third division of the Oliver Grammar School, suggested the separation of the boys and girls of that division, and the teachers were allowed to make the experiment of such an arrangement. Recently, a like separation has been made in the second division, which is similarly situated. The separation has operated as a convenience in the arrangements of the school, and no marked evil results have as yet appeared.

A continued effort has been put forth to bring the attainments of the pupils in the different schools of the same grade, up to a uniform and high standard, and not altogether without success. When pupils from the different schools of a lower grade come together in a higher grade with unequal qualifications, the result is uniformly and decidedly bad. It checks the progress of the more advanced pupils, and at the same time tends strongly to depress the standard of the school they enter. And it may be suggested that while it is only with much effort that pupils are sufficiently fitted for the High School, by the present standard of the schools below, its standard of graduation sends its graduates out into the world with attainments by no means too great.

In such schools as ours, very rapid progress is impracticable. Classes must be advanced, neither so fast as the readiest pupils could go, nor so slow as would be necessary for the dullest fully to master the several studies. But still, the advancement is really as rapid as is in the end profitable for any. The great sin of our scholars and of our schools is superficiality. Parents often seriously mistake, in desiring their children to hasten over so much ground. They are, or think they are, too poor to protract their children's school days, and hence wish them to hurry over a wide range of studies. But this is not the true policy. If the period of study must be short, the range of studies ought to be proportionately restricted, and the studies pursued should be the more elementary ones. A thorough understanding of elementary studies is every way more desirable and useful than a superficial knowledge of many branches.

The city has been fortunate in the selection of its teachers, and though all of them have not been equally successful, and some have manifest faults, yet, with rarely an exception, there is, in their labors and spirit, an elevation of purpose, and a generous self-devotion to their work, such as are hardly surpassed in any other department of human effort. If parents could become fully cognizant of their aims and experiences, they would only wonder that a class, selected from such varied sources, and attracting comparatively little public notice, should generally possess so rare a combination of some of the choicest virtues that adorn human character.

#### LIST OF TEACHERS.

The following table gives the names, location, and salary of our teachers, and the time they commenced teaching in the city.

		( 0.1	1 0		
C	m	Salary	Commenced		
Schools.	TEACHERS.	per	teaching in our		
		Year.	Schools.		
Oliver High,	William H. Farrar,	\$1200	Oct. 1856.		
	Jane S. Gerrish,	375	Jan. 1852.		
"	Harriet C. Hovey,	325	June 1856.		
Oliver Grammar,	Geo. A. Walton,	1200	April 1848.		
	James H. Eaton,	500	April 1856.		
66 66	Sarah J. Baker,	275	Oct. 1852.		
44 44	C. M. Gardner,	275	Aug. 1854.		
44 44	E. G. Macy,	275	Nov. 1852.		
46 66	Mary Young,	275	Feb. 1854.		
"	M. B. F. Brown,	275	Dec. 1848.		
"	Abbie Hale,	275	May 1851.		
	Rachel A. Gerrish,	275	Jan. 1852.		
ε <b>ε</b> ε <b>ε</b>	M. M. Persons,	275	Apr. 1854.		
	Mary A. Tenney,	275	Sept. 1855.		
"	Aphia C. Eastman,	275	April 1856.		
" "	S. O. Brickett,	275	April 1848.		
46 46	Ellen D. Harn,	275	Sept. 1856.		
South Grammar,	Wilbur F. Gile,	750	March 1856.		
Amesbury St. Middle,	Lavinia B. Chandler,	275	April 1856.		
Cross St. "	M. F. Putnam,	275	Feb. 1854.		
Elm St. "	C. M. Duncklee,	275	March 1854.		
Franklin St. "	E. J. Twombly,	275	April 1848.		
Newbury St. "	M. J. Hanscomb,	275	May 1852.		
Oak St. "	Sarah M. Morrison,	275	May 1856.		
Pine St. "	C. A. Chickering,	275	April 1851.		
Prospect St. "	Caroline E. Mitchell,	275	May 1852.		
South Side, Mixed,	Sarah R. Gale,	275	April 1856.		
	Uraina A. Ingrain,	275	Sept. 1855.		
Tower Hill, "	E. W. Richardson,	275	April 1850.		
Amesbury St. Primary,	Mary J. Wells,	275	June 1852.		
	Abbie A. Parsons,	275	Sept. 1853.		
Cross St. "	L. J. Faulkner,	275	Dec. 1855.		
Elm St. "	M. A. Chapman,	275	Dec. 1854.		
44	R. F. Doane,	275	Dec. 1854.		
Franklin St. "	L. L. Gordon,	275	Dec. 1854.		
Newbury St. "	Hannah L. Cole,	275	April 1855.		
	Anna W. Morrison,	275	Sept. 1855.		
Oak St. No. 1. "	L. M. Cobb,	275	March 1854.		
" No. 2. "	L. F. Jenness,	275	Sept. 1855.		
" No. 3. "	Anna M. Porter,	275	March 1854.		
Pine St. "	Kate L. Marshall,	275	April 1856.		
"	Isabella H. Pratt,	275	Dec. 1855.		
Prospect St. "	Harriet E. Gault,	275	June 1856.		
South Side, "	Adelaide B. Poor,	275	June 1855.		
Teacher of Music,	S. F. Hobbs,	200			
	1				

#### RELATIVE RANK OF LAWRENCE.

THE relative rank we sustain among the towns and cities of our Commonwealth, can only be given two years behindhand. The latest comparative statistics that can now be given are for the school-year 1854-5. At that time our appropriation for the education of each child between the ages of five and fifteen years, compared with other towns and cities, was the third in Essex county, and the twenty-fifth in the State. The year before, it was the third in the county, and the thirty-fourth in the State. According to the per centage of taxable property appropriated to the support of public schools, we were, at the time of the last returns, the eleventh in Essex county, and the seventy-eighth in the State. The year before, we were the twenty-first in the county, and the one hundred eighty-fifth in the State. According to the average attendance of our children upon the public schools, at the time of the last returns, we were the twenty-eighth in Essex county, and the three hundred and eleventh in the State. The year before, we were the twentieth in the county, and the two hundred and fifty-third in the state. The tables quoted from above are all the comparative statistics given in the Report of the Board of Education. Each one can draw his own conclusions from these figures.

#### CONCLUSION.

If the heating apparatus in the Oliver and Pine street houses cannot be made to work better, it becomes a question whether some other arrangement should not be tried. In the Pine street house, stoves would work well enough. A new method of heating by steam has recently been successfully introduced into some school buildings. It is said to produce more and better heat, at a considerable less expense, than can be produced by furnaces.

The increased and increasing numbers of Primary children in the city, will in all probability crowd our Primary

school-rooms beyond their utmost capacity, as soon as the spring opens; and it may be worth while for the city authorities to consider how to meet the exigency somewhat before it is fairly upon them. It works disastrously to compel schools to wait for accommodations.

Past experience shows that the time heretofore allotted to the annual examinations is insufficient; and yet to commence them more than two weeks before the close of the term, might not have a good influence on the schools first examined. But by putting the examinations a little more into the hands of the Sub Committees, an examination might be going on in two districts at the same time, thus affording half a day for each - in the Primary and Middle Schools—instead of an hour and a half, as hitherto. course, the Superintendent could be present at only a portion of each examination; but he could be present the same length of time as under the old arrangement, and have an equally favorable opportunity for making observations and comparing results in different schools. In a similar way, the examinations of the Grammar and High Schools could be rendered more interesting and useful.

In some cities, there are two Committee men in each ward, serving each two years, except that at first one is elected for only one year, and so one is elected each year afterwards. This prevents the possibility of an entire change in the Board at any one time, and gives at least the prestige of more stability in the school management. Such a measure could be adopted in our city, only by an alteration of its Charter.

Thus, gentlemen, I have endeavored to exhibit the condition and character of our schools by simply recounting some of the prominent facts of their history and workings for the year. From these, each one can draw for himself conclusions more satisfactory than any I could make for him.

All of which is respectfully submitted.

### A. D. WILLIAMS,

Superintendent of Public Schools.



### ELEVENTH

## ANNUAL REPORT

OF THE

# SCHOOL COMMITTEE

OF THE

# CITY OF LAWRENCE,



LAWRENCE:
PRINTED AT THE COURIER OFFICE.
1857.

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## REPORT ON PUBLIC SCHOOLS.

TO THE CITY COUNCIL OF THE CITY OF LAWRENCE:

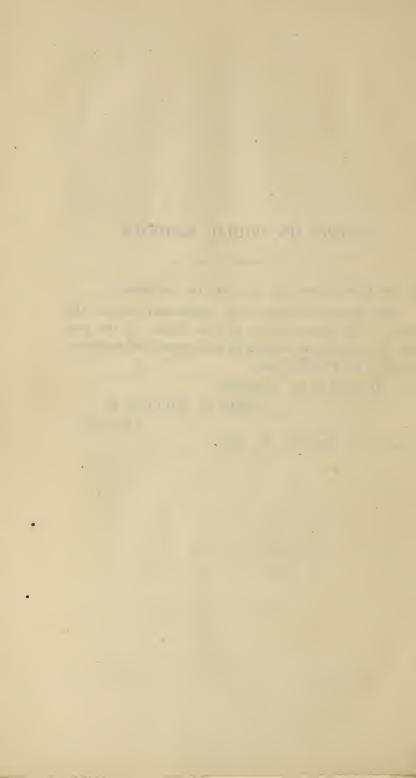
The School Committee have unanimously adopted the Report of the Superintendent as their Report for the year 1857, to which you are referred for such general information as pertains to our Public Schools.

In behalf of the Committee,

JOHN R. ROLLINS,

Chairman.

LAWRENCE, December 30, 1857.



## SUPERINTENDENT'S REPORT.

School Department, Lawrence, December 30, 1857.

Gentlemen of the School Committee:

In accordance with the requirements of the Regulations of the School Committee, I submit my Annual Report as Superintendent of Public Schools—first asking the attention of the Board to the several statistical matters of increase of numbers, subdivision of Scholars among the several Schools, attend ance and expenditures.

The aggregate of children attending our Public Schools, continues to increase,—and, although, since the commencement of the present extraordinary financial embarrassments, falling with crushing severity upon our community, many families have left the city, that increase is further augmented from the fact that large numbers of children, thrown out of employment at the several Mills, have wisely retreated from the streets to the Schools, thus making the very best use of the misfortune that has befallen them by the failing of the sources of their employment. Most earnestly is it to be desired and hoped that this unfortunate condition of affairs may be alleviated by the moving of the channels of trade with their accustomed regularity and success.

The following Table exhibits the gradual increase of the number of children in Lawrence, between five and fifteen years of age, from 1853 to 1857:

In	May,	1853, t	here	we	re 1869,		
66	66	1854,	66	66	2167, g	aining	g 298.
66	66	1855,	66	66	2508,	66	341.
66	_	1856,	66	66	2792,	66	284.
66	cc	1857,	66	66	3021,	66	229.
Tot	al gain i	n five ye	ars,				1152

The last number for 1857, divided by Wards, was as follows:

In Ward 1	. 477
In Ward 2	
In Ward 3	
In Ward 4	
In Ward 5	
In Ward 6	
	3021

The following Table exhibits the number of Teachers employed, and average number of scholars in attendance, for the five years indicated—taking them at the beginning of the Winter Terms:

	1853.				1854.			1855.			1856.			1857.		
	~~				~~			~~		~~		~~		~		
	Schools	Teachers	Pupils													
High	1	2	52	1	2	66	1	2	68	1	3	73	1	3	74	
Grammar	2	10	489	2	12	508	2	13	494	2	15	696	2	16	667	
Middle	6	6	372	8	8	324	8	9	388	8	10	431	8	10	399	
Mixed	2	2	111	2	2	61	2	2	100	2	2	113	2	2	137	
Primary	9	10	560	9	11	432	10	14	833	10	14	723	11	15	936	
Total	20	30	1580	22	32	1391	23	40	1885	23	44	2035	24	46	2213	

The number of Scholars belonging to the several schools, on the 15th of December, 1857, was 2511.

The Table upon the succeeding page exhibits the general statistical condition of all the Schools for each term in the year. As heretofore the per cent. of attendance is based upon the average number belonging to the schools. The first or Winter term commenced December 8th, 1856:

Oliver High School,  Oliver High School,  "Grammar Cross St. Middle Pine St. Middle Pine St. Middle Pine St. With Construction Oak Street Em Street Cross Ft. Primary Franklin St. " Oak St. No. 1, Primary. Oak St. No. 2, Oak St. No. 2, Oak St. No. 3, Newbury Street, " Em Street Em Street Coak St. No. 3, Newbury Street, " Em Street Em Street, " South No. 2, " Oak St. No. 3, Newbury Street, " Em Street, " South Nowbury St. near Hay State Mills.
100   100
7 Average No. delonging 992575555555555555555555555555555555555
1
Per cent of Actendance   9855129278888272728882727288
No. over 15 years of age. 1500 00 100 100 100 100 100 100 100 100
No under 5 years of age.
No belonging
Average No. belonging   98% 175 15 15 15 15 15 15 15 15 15 15 15 15 15
8 8 8 1 2 2 2 4 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
Per cent of attendance.   \$2,50,92,80,80,80,50,50,50,50,50,50,50,50,50,50,50,50,50
A No.0ver 15 years of age.
No. under 5 years of age.
Note No. belonging
Carage No. belonging. 1965.8899.8858899985688989898.
Average Attendance   P.   25   25   25   25   25   25   25   2
### Per cent. of attendance.   5 28 28 28 28 28 28 28 28 28 28 28 28 28
No. over 15 years of age. \$307
No. under 5 years of age.
% National No. belonging Whole No. belonging Whole No. belonging
Average No. belonging
A Average Attendance.   1585828828275712258828828851   88
Per cent. of Attendance.   6887828882512883727288888851   8
No. over 15 years of age. 12 pm 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
No. under 5 years of age.

The School Expenditures for the several years of our organization as a City, are exhibited in the following Table:

	Financial Year ending March 1st.	Salaries.	Janitors	Fuel.	Repairs and Furniture	Books and Stationery to Indigent Children, &c.	Sundries	Total	Per Scholar for Tuition per annum.	Per Scholar—Total expense per An.	Total Number of Scholars in all the Schools.
1	1854	9682,14	500.56	1666.82	£877.62	450_04	703.48	13880.63	6.13	8.78	1580
	1855.	12112.34	716.38	1708.64	3001 17	429.16	1404.54	19372.23	8.71	13.93	1391
	1856.	13110.95	711.64	1214.75	1050.48	441.37	1009.63	17538.82	7.07	9.45	1855
1	1857.	14670.48	707.74	1601.33	2618.22	801.31	1070.30	21464.28	7.21	10.54	2035

This Table is made up by taking the expenditures to March of the several years named. As the financial year from March 1st 1857 does not close till March 1st 1858, it is not possible to give the expenditures of the present year, in exact detailed particulars. The expenditures from March 1st to December 1st,—10 months—were \$16,890,56, as nearly as I can collect them. The salaries and pay of Teachers and Janitors, being more definite sums, will be, for the whole year 1857, (January to January,) about \$16,500, which, divided by 2316, the estimated average number of Scholars, will give, say \$7,12½ for the annual cost per pupil.

The amount received by the City for its proportion of the State School Fund for the year 1857, was \$593,38, and for the year 1856, \$458,97.

The average cost of educating a pupil during the past year in any given school was as follows:

In the High School about ..... \$30.00.

Oliver Grammar School about...11.10.

South " " ...17.63.

" A Middle " " ….7.06.

" A Primary " " ....6.21.

This Table is made up by including in the whole cost of each grade of Schools, the expenditure for Tuition, Fuel and Janitor, and dividing by the average number of Scholars belonging to each School. Repairs and various incidentals of Books and Stationery, &c., are not included.

It may not be uninteresting, and it is certainly due to our constituents, to give an account somewhat in detail of the doings of the Committee, during the year about to close.

The Board has held 46 meetings, with but a single instance of a want of a quorum. At the first meeting of the Board, held on the 7th of January, the undersigned was chosen Secretary and Superintendent of Public Schools. The results of his experience as such, are given at large in a subsequent part of this Report, and he earnestly asks the special attention of the Board to the views and recommendations there expressed. the present depressed condition of the leading business matters of the City, and in view of the highly important fact that our income from taxes for the year 1858, may be materially abridged, it may not be deemed advisable to carry out the views given of rendering the office of Superintendent a permanent one, and requiring the whole time of that officer to be devoted to the discharge of his duties. Yet I am confident that that result will eventually be accomplished and that the most beneficial effects upon our School System will be secured thereby.

The condition of the heating apparatus of the several School Houses attracted the attention of the Committee at an early date, and a thorough examination of the whole was made, and

an elaborate report presented by a Sub-Committee. Several changes were recommended and made, and taking the present condition of the system, as a whole, it ought to prove satisfactory with proper attention on the part of proper Janitors, and a general care exercised by the several Teachers. These last suggestions are very important, and I make them, because it was very manifest that some of the difficulties of the last season arose from incompetency of the Janitors (they were mostly boys), and want of that supervision of them which is obviously the duty of the Teachers to exercise in their several school rooms. Yet what I said in my Report of May last, I repeat now, that it can hardly be expected that any stove, however good and however well tended, will, in all severity of cold weather, be sufficient to warm our school rooms to a proper degree of comfort, and I again urge upon the consideration of the Committee what I fully believe to be the only certain remedy, the putting in of double windows to about two-thirds of the whole number of windows in any given school room, leaving the rest single for purpose of ventilation. I see no reason to change the views expressed in the above Report, and I take the opportunity of repeating them here-believing that the expense of such double windows, will gradually be paid by the saving of fuel. So confident am I in this method that I have applied them to the northern side of the Prospect Street School House, believing that with them we shall avoid the dismissal of schools on account of cold, which was so very frequent last winter. If they fail, I will pay the cost thereof. I renew, also, my recommendation of changing the present system of Janitors. This subject is fully in the power of the Committee and is well worthy their consideration. The present Janitors are mostly boys, who attending other schools themselves, cannot, after the fires are once made in the morning, give that attention to them which is requisite to secure the steady heat needful for the comfort of the children. I would substitute men, competent and able-bodied, putting the buildings east of the Oliver School

House under the care of one man, and those west of the same, under the care of another, and those on the South-side under the care of another. They should be appointed by the Superintendent and be responsible to him, and with the exception of the Janitor of the Oliver School Building, hold their offices from October 1st to May 1st, thus serving during what we may call the fire-months of the year. They should have the charge, perhaps, of the sweeping besides, giving very careful attention to the fires, making them early in the morning, tending them during the day and keeping them up all night when the cold weather requires it. Mr. Magee claims for his stoves, which we have now very generally introduced, that they will preserve their fires for eight hours continuously—if so, one man could easily look after the amount of work which I have indicated above.

While making, during the summer vacation, the repairs upon all the School Houses, so long neglected and so much needed, it was found that all the window sashes of the Oliver School House were very loose, having a play of about one quarter of an inch, thus letting in a vast amount of cold air and wasting a vast amount of heat. These defects have been remedied and I feel sure that the several rooms will, during the coming winter, be more easily heated, yet I fear a full cure of the difficulty of keeping up a proper temperature will only be obtained by the application of double windows. By the School Regulations of the year 1856, the Janitors of the several School Houses were required to keep the temperature of the rooms not below 65° nor above 72° of Farenheit. The fact that, on several severe days, the rooms were so cold that the children were necessarily dismissed, showed the impossibility of a compliance with the regulations without additional appliances for warming.

During the long Summer vacation, repairs which had become absolutely unavoidable and which could not prudently or economically be longer deferred, were commenced. Beginning at

the new School House on Prospect Street, it was found necessary to replace the fence which, put up by contract in the Spring, was in great danger of tumbling down, the posts not having been planted at sufficient depth, and the embankment having been partly washed away. The fence itself was built of shaky, knotty and badly seasoned stuff, and had shrunk, board away from board, in unseemly seams, from half an inch to an inch wide. No gate had been made in the fence and all the coal to be stored in the cellar had to be hoisted over the fence in barrels, and shovelled in through a window, no cellar door having been made for ingress into the cellar. The cellar itself was in a very bad state, being excavated on springy ground always more or less filled with water. It was quite impossible to walk across it, the ground being full of water and sinking under one's feet like a quagmire. Drains of Chestnut plank about a foot square in the clear and open at the bottom, were put down along side the four cellar walls, about six inches below the surface on the Eastern side, and gradually descending to a foot of depth on the Western side, where an outlet carries the water off into the Haverhill road.

The Elm Street School House needed white-washing, and additional black-board surface. The roof leaked in several places, and repairs in the shingling were necessary to make it tight.

The Newbury Street School House needed additional steps to the front and side doors. Five of the six cellar windows were stove in, the plastering needed repairs and white-washing, and the house leaked around the chimney and over the stove.

The Oak Street School House needed only black-boards and white-washing.

The rooms of the Amesbury Street School House needed to be thoroughly white or yellow-washed, the black-boards to be repainted, and the cellar windows repaired. All the cellar windows of our School Buildings seem to be objects of special interest to the 1 pidary propensity of boys and show palpable proofs of their skill in vitrification. I think it would be well if the play-ground of this building could be adorned with shade-trees. It would be a great benefit as well as a great ornament to the neighborhood.

The fences about the Pine Street School House needed a good deal of repairing. The cellar windows having been knocked to pieces, had to be replaced. Over all the cellar windows of all the School Houses stout wire netting was needed for protection. The rooms here also required white-washing and repairs, and addition to the black-boards.

At the Franklin Street School-House white-washing was needed, the cellar-windows required protection, and the fences had to be repaired.

The ceiling of the Tower-Hill House had in part fallen down, white-washing was required, the windows and window-cords and the out-side steps were greatly out of order. The privy was in a bad condition—and this was the case with a great many others.

At the South-Side School House repairs were needed on the cellar-stairs, cellar-windows, steps, house-windows and cords, outer blinds, yard-gate and pump. Additional black-boards were needed, and better desk accommodations for the Master.

At the South Primary School some repairs on the outside were necessary to make the building tolerably weather-proof. Yet it is poor economy to spend money on this rickety edifice. Successive Committees have condemned it, and it is certainly quite time that a new building, suitable for a Primary School, and sufficiently spacious to receive all the Primary children of the South-side were erected in some convenient and central location. Or, perhaps, by moving the South Grammar School House to such central position, it might be enlarged and made to accommodate a Grammar Department with more convenien-

ces than it now possesses, and a Middle and Primary School, all under one roof.

The windows at the Oliver School House, of the rattling of which so much complaint was made last winter, were found to be, all of them, too small for the cases by about a quarter of an inch,—a great amount of heat being wasted by these vents. They were all pieced out and secured properly in their places. All the rooms in this building and all the windows and blinds were washed, and the walls and ceilings white-washed. These repairs and cleansings, and the repairs on the furnaces of the High School, occupied the whole vacation, but when completed left all the Houses in good condition for a new campaign, and further repairs ought not to be needed for a long time.

During the year there have been held two examinations for the purpose of filling vacancies in the corps of Female Teachers, some of those in service having entered upon another field of usefulness. Accordingly an examination took place at the room of the High School, on Tuesday, February 19th. Fourteen young ladies presented themselves and were examined in Reading, Spelling, Definitions, Geography and Arithmetic, (by written questions, five to each,) and were required to write upon the theme, "Hope," one page of composition, to be taken as a test of skill in Penmanship, Grammar, Punctuation, use of Capitals and Spelling. They were interrogated as to their general health, their age, whether they knew how to sing, and had taught school, and for what length of time, and upon the general subject of Teaching and School Management. At the close of the examination, their written solutions of the Arithmetical questions, and their compositions were collected to be examined by a Sub-Committee. From the Records of the examination at the High School, and the Report of the Sub-Committee, eight of the candidates were judged to be competent to teach in a Middle or Primary School-of whom the first four were assigned to fill existing vacancies, and the last four were

held in reserve for future vacancies. Their names are appended:—

Misses S. W. Baker, of Lancaster, N. H.

E. G. Wetherbee, of Lawrence,

C. C. Fairfield,

M. E. W. Brown,

E. Flanders,

H. Ambrose, "

S. C. Morrison, "

S. A. Richardson,

In the month of October, other vacancies occurring, and there being no Teachers in reserve, another and similar examination was held, which resulted in the appointment as Teachers of

Misses A. J. Knox, of Lawrence,

Anna W. Wilson, "

L. J. Swan, "

S. E. Cole, "

A. R. Chandler, "
R. R. Kempton, "

A. L. Abbott. "

The first three were at once assigned to fill vacancies, and the rest held in reserve.

The resignation of W. H. Farrar, Master of the Oliver High School, early in April last, rendered it necessary for the Committee to take early measures to supply the vacancy, and by your direction, I advertised for a new teacher. This advertisement called out forty applicants, whose letters, with accompanying references and testimonials, were laid before you at your meeting on the 24th of April. A portion of these applicants being undergraduates of Colleges, were rejected, on the ground that the School required a larger experience than they had had, as well as continued successful teaching in some school of similar grade. A further reduction, on grounds sat-

isfactory to the whole Board, reduced the number to five.-Having reached this limit, further action was postponed to a subsequent meeting on the 28th of April. At that meeting, after a careful re-examination of all the papers presented by the five candidates, together with a consideration of such other information as had been obtained respecting them, the number was reduced to two, when the meeting was again adjourned. that still further information might be obtained, it being very manifest at this point, that the Committee felt satisfied that they should not err in selecting either of the remaining applicants. At a meeting subsequently held on May 1st, your choice fell upon Mr. W. J. Rolfe, late of the Dorchester High School, with the condition annexed, that he should be found under "personal examination by the Committee," (such is the language of the Statutes of Massachusetts,) qualified for the position to be occupied. That examination took place on Saturday evening the 2d of May, in presence of the whole Board, and continued during two hours and a half, passing over the general range of studies pursued in the High School. Mr. Rolfe acquitted himself in the most satisfactory manner, and his election was unanimously confirmed. He at once entered upon the discharge of his duties, and has continued them since with manifest success. I consider it a point of very great importance, that the members of this Board had no favoritism of any sort or kind to exercise. No man had a candidate of his own to present or to crowd forward, and each member came to the work of selection wholly unbiassed, with neither predilections nor prejudices. But one candidate was personally known to any member of the Board, and he is not the present Master of the School, though his position among the candidates was deservedly eminent. I do not believe that any member of the Board knew, at the opening of any one of the meetings, for whom he should finally cast his vote, and no question was ever more thoroughly and more impartially discussed, than was this most important one of selecting a suitable Master for so important a station. We performed this duty faithfully and conscientiously, and if our deliberations result in disappointment and the man of our choice fails in any particular to meet our expectations and the just requirements of the public, whose servants we are, it can only be that the wisest and most prudent deliberations sometimes result in error. But the condition of study and discipline now existing at the School is certainly highly encouraging, and the examination of classes recently made, warrants the best hopes.

In the interim between the departure of Mr. Farrar and the appointment of his successor, by frequent visits to the School and taking the general charge, an intimate acquaintance was obtained by me of its condition. It had manifestly receded since it was under the charge of its former excellent Teacher, Mr. Pike, losing ground before the coming in of Mr. Farrar, while the stay of that gentleman was so brief, that sufficient opportunity was not afforded to enable him to bring it back to its old standard. I feel happy in being able to state, with confidence, that under its new Teacher, Mr. Rolfe, our best hopes and wishes will be realized. A new arrangement of classes, having distinct reference to keeping clearly defined a regular and systematic course with definite studies for each respective year, so that a complete set of studies is closed up at the end of each year, has been adopted, extending over three years for the English course and four years for the classical course, required for admittance into College. I believe great benefit will result from such a plan, in keeping the school exactly distributed into classes, instead of having the scholars belonging. as heretofore, to several different classes at the same time.

At the meetings of the Board held on the 24th and 28th of April, the Committee, after discussing the standing of the several Teachers then in the employ of the City, proceeded to the regular annual election. With a single exception, all were re-elected. I recommend that this election in future cases take place after, instead of before the Annual Examinations, as the

Board will certainly by means of the information obtained thereat, be better able to judge of the qualifications and capabilities of the several Teachers and be able to vote with more discrimination and certainty.

The Annual Public Examinations of the several Schools commenced on Monday morning May 4th and continued uninterruptedly till Friday afternonn May 8th, during which time every division and every class of every School was examined, the Committee sub-dividing its members for the Primary and Middle and South Grammar Schools and the lower divisions of the Oliver Grammar School, and examining the First Division of the latter and the High School by the whole Board. Taking all the Schools as a whole, they were found to be in commendable condition—yet not equally so. Manifest and gratifying progress has been since attained.

The public examinations having been closed, the next duty of the Committee was to examine candidates for admission into the High School, and this duty was performed on the afternoons of Monday the 11th and Tuesday the 12th of May. Fifty-three candidates offered themselves, of whom, after an examination of eight hours in the several branches required for admission, thirty-two were admitted on the usual probation, to which number fifteen were added on similar probation, but to be re-examined in Arithmetic after the lapse of four weeks, making a total of forty-seven, and increasing the number of pupils in the High School from 50 to 97.

During the year 1857 the following persons have discontinued their connection with our Schools:—

Mr. Wm. H. Farrar, High School. Misses Ellen D. Harn, Oliver Grammar.

C. M. Duncklee, Elm Street Middle School.

S. M. Morrison, Oak " " "

C. E. Mitchell, Prospect " " " U. A. Ingram, South Mixed "

L. M. Cobb, Oak Street Primary "

L. B. Chandler, Amesbury Middle School. S. F. Hobbs, Music Department.

And the following persons have been appointed:—Mr. W. J. Rolfe, High School.

" A. H. Palmer, Music Teacher, High School.

Misses A. T. Knox, Oliver Grammar

S. C. Morrison, Elm Street Middle

A. W. Wilson, Oliver Grammar

S. J. Baker, Oak Street Middle

C. C. Fairfield, South Mixed

E. G. Wetherbee, Oak St. Primary

S. A. Richardson, South

H. Ambrose, Amesbury

""

L. J. Swan, Union House

The intimate acquaintance which the office of Superintendent has given me with the several Teachers and their Schools, enables me to speak understandingly respecting them, and I report the Teachers to be as a body, eminently conscientious, industrious, successful and praiseworthy—and their Schools, as a whole, in good condition. There are, of course, shades of difference and degrees of merit, as well as varying degrees of tact and success. A Teacher may be earnest and yet unsuccessful, because he may not possess by nature, those peculiar qualities which are essential to teaching. Experience can alone decide the question ultimately, and while that is in progress, he is fairly entitled to the advice and patient encouragement of the public guardians of the educational interests of the community wherein he labors. I know of no such cases with us. any arise, the annual election of the several Teachers provided for by our Rules, gives the Committee the proper opportunity of applying the proper remedy. At present everything is working favorably and to the promotion of the best interests of our public education. I may here state that in the High School, assuming 1000 as a standard of perfectness in all studies, 950 is the actual amount reached by the School, as a whole, while from 960 to 990 often occur. One boy, an Irish lad, has attained the maximum and stands with his rank in scholarship at 1000! having never missed a lesson nor a question.—
There are four with between 990 and 1000, ten with between 980 and 990, sixteen with between 970 and 980, and thirteen with between 950 and 970, and these marks were attained on lessons actually recited, it being the rule of the School, as it should be, to mark zero for all absences, whatever may have been the cause.

The subject of the "School Rules and Regulations" was at an early period, committed to a Sub-Committee, who, after careful study and examination of them, especially so far as they treat of the several courses of study for all the grades of Schools, and more particularly for the Grammar and High Schools, decided to re-arrange the whole, and to present to the Board, for its judgment thereon, an entirely new Programme, not to include, by any means, any violent transitions or disturbing changes either of books or studies, but to define within certain limits of time, a certain amount of study, and to define, what had never been done before, what books should be used in pursuing those studies. One important point recommended and adopted by the Board, was the finishing of Arithmetic wholly in the Grammar Schools, prior to entrance into the High School, so that the Mathematical course of the latter might begin with Algebra, and there should be no lapping over of studies between these two Schools.

By the arrangement now in force in the Grammar Schools, a very capital course of instruction, sufficient for all the ordinary routine of a business life, may be secured by those boys who cannot afford time for the more elaborate education to be had at the High School, or who do not intend preparing for College. The Mathematical course of the High School has been judiciously abridged by throwing out Spherical Geometry and Trigonometry, which more properly pertain to a Collegiate course. If it be objected that this involves a loss

of some degree of mental discipline, it is fair and greatly to the point to be able to reply, that there is a rapidly increasing class of educators who claim, and with very strong justification by facts and results, that the study of the Classics gives as thorough intellectual discipline, and adds greater command of language than the more elaborate pursuit of the Mathematics. I would be the last to decry the study of the latter, if it can be done consistently, and without crowding out other studies equally conducive to the development and improvement of the mind. But the limit of time prescribed to our largest course, and the fact that from the nature of our population, the attendance at our High School, as well as at all the others, is very irregular, and very few complete either the course of three years or of four, compel us to narrower limits. Book-keeping, a small but admirable and practical treatise, and the only one that I know of which gives the pupil the same drill he would get at the Store or the Counting Room, has been added to the course, as a review of the Arithmetic of practical and actual business, as well as for the sake of a study too much neglected, if not almost wholly ignored at the Common School.

In the Natural Sciences, where a great deal had before been attempted, and a very little deal accomplished, a two years' course has been carefully arranged, taking in Physics, Chemistry, Zoology, Geology and Astronomy, with time for a final review of the whole, at the close of the third year of the regular course.

In arranging these studies, particular regard was given to their natural sequence in order of study, that each might be at once the appropriate complement of its predecessor and a fit preparation for its successor. By this method, the intellectual appetite is excited, in advance, for each intellectual feast and the nutriment provided thereat. The Scholar learns to recognize the relation of the separate sciences to each other, and to the entire group of the great physical truths, and clearly sees the living fibres of the warp and woof which bind them all

into one beautiful, symmetrical and inseparable whole. A thorough review of the whole course, by subjects. makes this "unity in diversity" still more clear, and fixes too firmly against all risk of future loss, the great principles and comprehensive laws which sustain all physical science, and which will constitute the natural centre, around which all the single, isolated facts learned afterwards, either by study or observation, may group themselves. Coleridge well says that "the possession of one simple truth is a great thing, but the possession of a mere fact is a very mean thing, except when seen in the light of a great principle." The possession of principles, not the possession of facts merely, is knowledge.

In the department of the English Language there was prior to the action of the present Board, no definite, required course of study, and the most advanced classes, at the beginning of the present year, had had no drill whatever, in Grammar, Composition, Rhetoric, or the Reading and Criticism of standard English Authors. They had indeed "written Composition" on given subjects, but I refer to the more exact and elaborate training requisite to prepare their minds for a more comprehensive grasp of this great art.

This deficiency the Board have endeavored to remedy by making out a three years' course of study that taking the pupil where his preparatory training leaves him, carries him on through the study of his own tongue, in its history, its forms, its laws, and its best productions. And this course is required absolutely and without release, of all members of the School, all other branches being considered of less importance than this discipline in the principles and the practice of our own mother tongue.

I view this department as not only the most important in the whole range of School discipline, but as one which may be made of unsurpassed interest by a competent and skillful Teacher.

Not only is the general study of language attractive in itself, as giving a knowledge of that miraculous instrumentality by means of which brain communicates to brain its marvelous operations, by means of which soul expresses and imparts to kindred soul its feelings and its thoughts, by means of which man instructs, and warns, and cheers, and consoles, and guides, and calms or excites his fellow-man—that admirable agency, "the embodiment of thought," which comes by impulse given to the undulating air—that most marvellous of all marvels, if we will but reflect upon it aright, speech,—but the study of our own language has a peculiar interest as embodying in itself the internal and external history of the Teutonic race of which we are a part, and (when followed further back,) leading us to the fact of our origin having been, through successive waves of emigration, from the northern shores of the Black Sea to which our earliest ancestry found its way from the first home of the human family on Asiatic soil.\*

Tracing the development of the English Language no farther back than the invasion of England by Julius Cesar, we find, as we follow it along, how successive migrations and successive conquests by Roman, Saxon, and Norman, as they overspread the Island, have deposited their successive strata of words and phrases and forms, all co-operating to make the language the extraordinary conglomeration that it is.

To understand the English Language properly, one must dig down through these deposits of past centuries, and analyze the relations of each to the composite whole, precisely as, if we would rightly understand the Zoological History of our globe, we must not be content to examine animals now existing, but must examine the structure of such fossil remains as we find in successive strata of geological formations.

<sup>\*</sup>The Modern Welsh call themselves "Kymry," a word derived from "Kimmeri," a name anciently given to the dwellers on the North of the Black Sea.

Added to this historical theory of the language, a study wholly beyond the range of ordinary grammars, should come the critical examination of some of the best English writers of different ages. The scholar, by so doing, will learn to use his own tongue in its purest forms, and will acquire a taste for reading a class of books infinitely above the bulk of those which make up much of the ephemeral literature of our own day, a great deal of which is not only bad in style, and barren of thought, but positively immoral in its influence. He will acquire a taste which will refine and beautify his mind in all after life, not making him less efficient in business, but saving him from that shrivelling influence of business which often is the result of a merely business-life, a life all whose thoughts are of the earth, earthy, --- all whose earnings are for the heaping up of the treasure that perishes with the using thereof, and the pursuit of the lucre which often kills reputations, sacrifices family happiness and ruins the soul itself-that makes a man the similitude of Bunyan's "man with the muck-rake" who raking for the "shiny dust" among the dirt and straws of earth, forgot the glorious gems that bestudded the spangled firmament, and forgot the Eternal and Omnipotent God that placed them there.

I carnestly commend to all parents of pupils in our High School, not to withdraw them from the studies of French and Latin. One, at least, should be adopted and steadily followed up according to the course laid down.

No person qualified to judge aright will hesitate to commend a knowledge, to some extent, at least, of the Latin Language. The simplicity of its construction, the ease with which it may be acquired, its intimate relation to our own language, for fully one third of our ordinary words are of Latin origin, the mental discipline which its acquisition secures, and the aid which it imparts in attaining an acquaintance with the philosophy of grammar, to say nothing of its introducing us to the elegant,

learned and profound writings of authors who used it in history, in eloquence and in song, should all allure us to devote some portion of time to its study, even if we did not intend to enter, by its aid, within the walls of a College.

As the former text books of the French course were "behind the times," the best modern substitutes are gradually to be worked in, as the old ones shall be worked out by the departure of older classes—these last, however, to be subjected to added thoroughness of drill. In the Greek and Latin course, a very excellent change has been made by which, it appears to me, a student cannot fail to acquire most excellent foundation upon which to rear a superstructure of classic acquisition in the readiest manner, after he shall have well mastered the preparatory work. The constant comparison of the idiom of the English with those of the Latin and Greek languages, the constant daily drill in translating, not merely the two latter, into the English, but the English into the Greek and Latin, persistently and thoroughly carried out, cannot fail to make pupils well acquainted with all three, and they can have no better mental discipline than just what is now steadily, and I think successfully, given at the High School. I trust that no long time will elapse before we can give our collegiate sucklings all the nutriment they will need at our own School preparatory to their entering College, without the necessity, and I must add, the mortification, of having them sent to neighboring Academies to be "polished off." The withdrawal of such pupils, at that precise moment when the labors of our Teachers are beginning to produce a good and telling effect, and when their own reputation as educators would be most fully exhibited in the acquisitions of such pupils, just on the verge of College life,—their withdrawal to other schools for their preparatory course, is a serious injury to our own school and prevents the master from reaping the just reward of his own labors. He shakes the tree, but another catches the fruit. We hope yet to be able to show that we can both begin and complete all the polish required.

The Oak, Newbury, and Elm Street Primary Schools, having become over-stocked, and there being no prospect of any diminution of their pupils, it became necessary to provide for their accommodation. Accordingly, by a vote of the Board, the "Union Sunday School Building," so called, was hired at the rate of \$100 per annum, a new school was created and supplied by detachments from the three schools above named, Miss L. J. Swan being appointed its teacher. The new school District thus created takes in the south-easterly section of the City, and furnishes to the School about seventy (70) Scholars.

On the coming in upon us of the present great financial cricis, large numbers of persons were thrown out of employment at the Mills,—these included very many children who were in the habit of attending School but one quarter of the year, the least limit assigned by law for children employed in Manufacturing Establishments,—very considerable numbers of these have, most wisely and prudently, been sent by their parents to School, while still greater additions have been made from operatives resident in Lawrence and out of employ, whose age does not forbid their admission, and who desire to improve the interval before the re-starting of the Mills in the laudable effort of acquiring knowledge. I am sure we shall but carry out the feelings which every citizen of Lawrence would express, in providing all necessary appliances in furtherance of an object so praiseworthy and so useful to all concerned. The School and Home employments are the best refuge for all such persons, and the Street and idleness the very worst. Many of these persons are nearly or quite adults, and as they have gone to School for a fixed purpose and with a definite intent, and have passed beyond that period of childdom at which the real objects of school attendance are too often ignored, they study with earnestness and industry, their deportment is unexceptionable, and they give no trouble to Teachers beyond the ordinary

and expected labor of teaching, and that labor is greatly lightened by the comfort and satisfaction of teaching pupils so willing, so earnest and so docile.

But the expenses of the School Department must of necessity be increased, both in the preparing of the necessary accommodations, in the increase of Teachers and in the expenditure of furnishing School Books, most of the new pupils being too poor to purchase their own. It is hoped and believed that the prospective good that will grow out of this seeming burden, will amply compensate for all additional outlay, and that it will be cheerfully met, even at these times, when we are still further called upon to relieve, by individual and associated charity, the wants of the many suffering poor of our unemployed community.

There having been for some time, at our Schools, children of non-residents, I brought the subject distinctly to your notice, and following out your directions, after a full discussion of the subject in its various forms, procured from the City Solicitor, Hon. Daniel Saunders, Jr., an official opinion upon the different cases presented to him, and obtained, one likewise of Hon. Mr. Boutwell, Secretary of the Board of Education. The questions submitted are embodied in the reply of Mr. Saunders, which is as follows:

LAWRENCE, DEC. 4TH, 1857.

H. K. Oliver, Esq., Sup. Public Schools, My Dear Sir,

Your letter of the 1st instant, requesting in behalf of the School Committee, my opinion upon certain questions, was duly received, and I herewith submit my views.

The questions propounded are as follows:

First.—Have the children of residents of Methuen any right of attendance upon the Public Schools of Lawrence?

Second.—If they have none, is there any power that can confer that right?

Third.—If there be, what body possesses such power, and how can the right be conferred?

Fourth.—Can the children of a non-resident tax-payer, by

right, attend the Public Schools of Lawrence, unless by pay-

ing therefor?

Fifth.—Can a child from any other city or town, who comes to Lawrence for the express purpose of attending a public school therein, attain a right to do so by becoming a resident pro tempore?

In answer to your first interrogatory, I would say that children of residents of Methuen have no right to attend our Public Schools, unless such children themselves become residents of Lawrence, or unless they come within the provisions of Chapter 78, of the Acts of this Commonwealth, passed March 24th, 1855. That act is as follows:—"Children living remote from any public school in the town in which they reside, may be allowed to attend the public schools in an adjoining town, under such regulations, and on such terms, as the School Committee of said adjoining towns may prescribe. And the School Committee are authorized to pay out of the appropriations of money raised for the support of Schools, in aid of such children."

How far the School Committee of Lawrence may be authorized to receive children from Methuen into our schools, depends upon what construction shall be given to the term "remote," as used in the Statute. I am of opinion, as the term has no fixed limitation, it is open to such construction as the School Committee may in the fair exercise of their judgment, give to it, and that the School Committee are the proper persons to give it a construction. As the exercise of the privilege of attending school in an adjoining town, is made dependent upon the consent of the School Committee of the town maintaining the School, and also of a just compensation to the town for the tuition of such Scholars, a liberal construction might safely and wisely be given to the term.

2d.—There is no power except in the Legislature, and it is very questionable whether that body can open the doors of our

schools to non-residents against our consent.

3d.—See above answer to second interrogatory.

4th.—The payment by a non-resident of taxes assessed upon his estate in Lawrence, gives such non-resident no greater right to the benefits of our public schools than other non-residents have. If the mere payment of taxes confers rights to the use of our Schools, a hundred persons of Methuen, or of any other town, might join together and purchase a piece of

land in Lawrence, of the value of ten dollars or less, and thereby gain the right of filling our Schools with their children;

5th.—In answer to this question, I can only refer you to Chapter 132 of the acts of 1857. That act, you will perceive, confers the right upon resident children, between the age of five and fifteen years, to attend our public schools, although the parents or guardians of such children are non-residents of the City, and although such children are residents for the sole purpose of attending School. This right, contingent however upon the consent of the School Committee and the payment of a sum proportionable to the whole expense of the school.

I am with the highest respect

Very truly yours,

D. SAUNDERS, Jr., City Solicitor.

The opinion of the Secretary of the Board of Education is as follows and coincides with the views of the City Solicitor:

1st. The Children of non-resident Tax-payers have no claim to a right to attend any School in Lawrence, nor can they, except as allowed by Statute of March 24th, 1855, or of May 8th, 1857.

2d. Temporary residents have a right to attend.

3d. Persons coming into Lawrence and there boarding for the purpose of attending the Schools, have no right so to attend, excepting they gain it by paying therefor as per Act of May 8th, 1857—or of March 24th, 1855.

4th. Children of non-residents, not paying Taxes in Lawrence have clearly no right, unless gained as by provision of same Acts.

The Statute of May 1857, referred to, (Chap. 132 Acts of 1857,) is as follows:—

AN ACT TO DEFINE THE RIGHTS OF THE CHILDREN OF NON-RESIDENT PARENTS TO ATTEND PUBLIC SCHOOLS.

To attend the public schools where they reside. When the consent of the school committee to be obtained, and tuition to be paid.

All children between the ages of five and fifteen years, shall be entitled to attend the public schools of the city or town in which they shall reside for the time being: provided, however,

that if any child shall attend a public school in any city or town of this Commonwealth, other than that in which the parent or guardian of such child may reside, and shall have resided in such city or town for the sole purpose of attending such school, the consent of the School Committee of such city or town shall first be obtained, and the parent or guardian of such child shall be liable to pay, to such city or town, for the tuition of such child, a sum equal to the average expense, per scholar, for such school, for the period such child shall have so attended. [May 8,1857.]

It would therefore be apparent that the children of non-residents, whether Tax-payers or not, cannot by right attend the public schools of our City, nor can they, unless permitted by our School Committee under provision of these Statutes.

The present is a highly favorable opportunity to speak at some extent, upon the subject of our method of superintending the Public education of the City, and upon the duties pertaining to the office of Superintendent of Public Schools, which, when faithfully and punctually performed, are enough to require more time than has usually been devoted to them. Originally opposed to the existence of the office, on grounds which I will presently state, my experience of its duties and workings, during the year past, has wholly modified my views, and I am quite prepared to concede the errors of my first impressions and to commend the placing of the office upon a permanent and firm basis, and the securing to it the entire time and service of a competent person whose education and experience shall have been such as to give hopeful omen of his success—in the supervision of our system of Schools. secure the entire time of such a person will, I am aware, require an outlay of expense that may not commend the measure to our citizens. Yet if we have the office at all, it must, to ensure all the ends contemplated in its creation, be placed upon a basis quite different from that upon which it now rests.

By the terms of our Charter the qualified voters of the City

are required to select one person in each ward to be a member of the School Committee, and they are required to appoint from their own number, or otherwise, a Secretary, who, acting under their direction and control, is to be Superintendent of Schools, his compensation to be determined, from year to year, by the City Council, on recommendation of the Committee. By the Regulations of the Public Schools, as established by successive Committees, this officer is required to have charge of all the Records and papers of the Board, to keep a full and fair written account of all its transactions, open to the inspection of any member of the Committee, to notify each stated or special meeting of the Board at least one day previous to such meeting; to notify the chairman of every committee appointed, stating the commission and the names of the members associated with him; to call extra meetings of the Board by the direction of its Chairman, or at the request of a majority of its members; to read such papers to the Board as it shall direct; to notify instructors elect of their appointment; and give such other notices as the Board may direct. Under the direction of the Board and as its agent, he has the full care of all the School Lands, Houses, Apparatus and Books. It is his duty to exercise a personal supervision over all the schools, and to see that the prescribed studies are carefully pursued, and that the best methods of discipline are maintained; for which purpose, he may exercise the full power and authority of the Board, enforcing and carrying into full effect all its rules, regulations and orders, in relation to discipline and instruction.

He shall exert his personal influence to secure as general and regular attendance as possible. He shall endeavor to raise the character of every school, keeping himself acquainted, as far as may be, with the general progress of education. He is to aid the Board in the examination of all candidates for the office of Teacher, as well as all candidates for promotion to the High School. He is further required to be present and to carry forward the several examinations which the Board may

order in the various Schools, and to see that the pupils have been properly instructed and have properly profited by their instruction. He is to draw orders for all supplies needed at the several schools, including fuel of various kinds; to furnish to the order of the teachers all necessary blanks, registers, and blank books, and text books for their own use and the use of their indigent pupils; to have authority to cause all such repairs to be made as are immediately needed, either for the School Houses or furniture; to receive and audit all bills presented against the Department, and to report the same to the Board for examination and approval or otherwise; to transmit to the City Clerk a duplicate of all such bills as the Board may approve and to prepare and approve all Pay Rolls for Teachers and Janitors once every quarter. He is, also, at the close of every Term, to prepare and present to the Board a Report in writing, containing such information relating to the condition of the schools, and such suggestions for their improvement, as he may judge expedient. A general Report must also be prepared by him at the close of the school year. That is, he must in the course of each year, prepare Five elaborate Reports upon the educational matters of the City, an amount of labor requiring no trifling expenditure of time and patient research, and demanding constant attention to his duties to give him the requisite familiarity with the subject matter of such Reports. An inspection of these varied duties as thus enumerated, will satisfy any one, as experience has abundantly satisfied me, that the office is no sinecure and that the work required and performed is in no manner compensated for by the meagre salary of \$400 per annum assigned to it.

Let us, for a moment, see what is required of one who may be considered a good Superintendent.

And first of all, he must be a well educated and thorough and ready scholar—a man of liberal education, such as that phrase usually describes. How otherwise, if less than this, can he aid the School Committee in the examination of all

candidates for the office of Teacher, and all the classes in schools of all grades in the City. He must be prepared for the highest as well as for the lowest. Now suppose, as has happened during the past year, a candidate is to be examined for the office of Master of the Oliver High School. The Superintendent must know, at least, as much as the candidate to be examined, and if he knew more, it would be all the better. He must be familiar with the Latin, Greek and French languages, having at the same time a most thorough acquaintance with his own mother tongue; he must be expert in all the Mathematics taught in the School, and the course is pretty extensive, he must be well versed in all the usual routine of a complete English Education, in Physics, in Astronomy, in History, in Chemistry, in Intellectual and Moral Philosophy and in Music, both practical and theoretical, &c., &c. All these branches and some others are taught in our High School, and how shall he examine either Teacher or pupil, unless he himself know them all to the complete extent therein carried out. He would be liable to be deceived on any and every examination, unless he had such knowledge and had it at his fingers', or rather at his tongue's end, all ready for use at any moment. Nor would he be entitled to receive, nor would he receive the respect and the deference of the Teachers under his control, were he inferior to them in acquirement, nay, "control" could not be predicated of an incompetent Superintendent. There would be no control in the case, and the whole attempt at supervision by such a person would be an educational farce. In this view it is evident that your Superintendent must be a scholar in the best sense of the term. Can you secure the services of such a man, wholly and for all his time, for \$400 per annum? When his commanding Officer once rebuked a Soldier of our Army, who, though excellent in all other respects, was singularly weak against the temptations of liquor, his reply was, "Ah, Captain, you cannot expect all the cardinal virtues, for seven dollars a

month." Every man it is said has his price, and this trite and true saying may be taken in a good as well as in a bad sense. "Every laborer is worthy of his hire," and his hire in amount must depend on his acquirements and his skill in putting those acquirements to a happy and successful practical use.

Our Superintendent must, also, be a practical man in the same line of business that he undertakes to supervise. I do not see how, otherwise, he will be able to decide upon the degree of skill and success with which they operate, who, under him, are attempting to carry forward the great business of teaching. The art of teaching well is a great art. Some men possess this naturally, being born Schoolmasters they cannot help succeeding. They know how to work at the minds of the young, as Falstaff "knew the true Prince," by a sort of "instinct"—and the young finding this out, and they are wonderfully quick in making such discoveries, yield themselves promptly and confidingly to their guidance, and the good Teacher is at once surrounded by good scholars and is ready at any moment "to render up his account with joy." Others become good Teachers only after long experience and not a few disappointments and very many discouragements. They are in the pursuit of this sort of "knowledge under difficulties." They were not born to the trade and find it hard "to get the hang of the School House." Yet many such a one has finally succeeded, and these persons are precisely those to whom the aid and counsel of an expert in the work, such as a good Superintendent ought to be, would be of most invaluable service. They are the feeble, though willing ones of the flock that most need his encouragement, his suggestions and his aid. How well could he give it, by going to the School itself where such help is needed and showing how the work is to be done, by taking the reins (and perhaps the whip, if needs be,) and driving the young team! Teachers, just such as I have described, are now actually at work in our own Schools. having attained success after much labor.

Again, there are others entering upon this difficult vocation who, from causes that no one could anticipate and no one can explain, wholly fail of success. Their power lies in some other direction, and they have not yet found out by the pointing of the magnetic needle of their destiny, upon what path they may enter with prestige of certain advantage.

- " Non omnes omnia possumus,"
- "Not all can all perform,"

with entire good sense and truth sang the great Augustan Poet, and this is as true in School keeping as in everything else. One's particular bent is not always, nor even generally, indicated at an early age. Some poets have lisped in infantile rhymes; some musicians have sung, and sought chords on musical instruments ere they could speak, and some of inventive talent have felt promptings indicative of their genius in their earliest years. But these are the exceptions and not the rule and the infrequency of their occurrence, renders them only tho more noteworthy. In case of a manifest mistake of calling as a Teacher, the expert Superintendent will readily detect the failing, and having at heart and under his charge the scholar as well as the teacher, will dutifully see that the former suffers no detriment by the incapacity of the latter, or any inadaptation to the profession he attempts. The performance of such duty may not be agreeable to either party, but if frequent suggestions and frequent assistance fail to effect the Teacher's success, what else can the impartial Superintendent do, than to recommend to him the adoption of some profession more congenial to his habits of mind, and in which he may be more certain of success and renown?

I have said that I felt originally quite doubtful about the expediency of the office and these doubts were confirmed into opposition in the earlier stages of its existence. I wish to be clearly understood as speaking of the office solely, and not of any incumbent of it at any time. To each and all of them

must be awarded the high merit of faithful and earnest fulfilment of its various duties, duties more onerous than is generally understood, and requiring positive personal sacrifice for very indifferent pay.

My feelings were influenced by the considerations following. It appeared to me that regarding the duties of the office as prescribed by the Regulations of the Board, a very material portion of the appropriate work of the several members of the School Committee was turned over from them to the Superintendent, and that he, becoming thus the working man of the Board, the rest relieved from nearly all work and nearly all consequent responsibility, would feel less interest in the important trust confided to them, would come less frequently into contact with the several Teachers and pupils, and consequently know less of the actual state of the Schools and exert a greatly diminished influence over them. Now feeling, as I always have felt, the office of School Committee-man to be one of the most important in the whole corps of City officials, I regretted the existence of any other office that should come between the member to whose supervision, under the old system, a given school was entrusted, and the School itself. It appeared to me that if any such member were disposed to be lax in the discharge of his duties, the fact of there being a Superintendent to do his work for him, would furnish a very convenient excuse for any such remissness. I feared, furthermore, that an injurious influence might be exreted upon the voters themselves in the selection of persons to serve on the School Committee, since the voters knowing that a working Superintendent must by law be appointed, and that such person must, from the nature of the work required of him, be a person of considerable attainments, they might conclude it to be of inferior importance that their Committee-men should either equal him in such attainments, or even possess any of those qualifications that are usually considered necessary in candi-

dates for the office, where no Superintendent is by law required. I trust I may be pardoned in expressing my opinion that a good Committee-man should be competent to the high duties assign-I think so much of the unspeakable consequence to every individual community and to the whole Republic, of the right and perfect training of our youth, so much of the necessity of exact, early, intellectual education, so much of the importance of pure moral and religious influences steadily made to operate upon the heart and so to form and to strengthen in unvielding power and purity the principles of our children, that I can let no occasion pass unimproved of expressing my feelings. I am free to utter my belief that unless the heart be so influenced in the tenderness of its young growth, that goodness becomes part of its nature, unless the mind be so trained in the pliancy of its formation, that habits of right are ingrained into its very constitution, so that it shrinks instinctively from wrong and shakes off the temptations of the tempter with a sort of mental shudder, there is but faint hope that the evil that abounds in the world and that gloats with triumphant riot over the ruined hearth-stones of millions, will be resisted by the novices that are successively assailed as they enter upon life's duties, but faint hopes that any subsequent culture can atone for the neglect of early discipline and right education. And as the fathers and mothers of our community have entrusted, and must continue to entrust almost the entire education of their children to the Teachers of our public schools, and as by law these Teachers are themselves under the supervision of those whom the fathers of the city elect to the responsible functions of such supervision, "what manner of men should they be" to whom so unspeakably important a duty is confided, and with what tenderness of conscience and high consciousness of duty should they urge themselves to the work of their mission. I can most truly say, that no election has ever taken place since I have been a citizen of Lawrence, that has not excited a most anxious desire that this department of the City Government should be deliberately and cautiously considered by all the voters, and that, irrespective of all political and party considerations, and all personal prejudices, good men, competent and earnest and working men, should be selected as custodians of the educational interests of the City, men who would exercise a careful and wise consideration when they should come to elect for themselves a representative, to stand as it were between them and the actual educators of their children.

The organization of the Board is to be changed and greatly improved by the late adoption on the part of the City Council of a recent Act of the Legislature in relation to School Committees. By the operation of that act two-thirds of the members of the Board hold over every year, and thus the instabiliity which has heretofore proved so detrimental to the interests of education throughout the State, and a very serious drawback to the accomplishment of any definite educational object by a committee, is obviated. The good people of Lawrence, have, I think, made too frequent and extensive changes at the annual elections of the School Committee, at times putting in an entire new set of members, who, whatever excellence of qualification they may possess individually, would nevertheless, as a Board, feel the obvious embarrassment of a new position and a want of acquaintance with what had been the results accomplished and the objects contemplated by their predecessors. The new Statute of 1857, a most considerate and wise measure, has been adopted by our City Council, and provides that at the first election after the adoption thereof, one third of the Board shall be elected for the term of one year, one third for the term of two years, and one third for the term of three years; after which first election, one third of said Board shall be elected for the term of three years. In consideration of the length of service now required, it would seem to be specially incumbent on the electors to exercise a thoughtful consideration in the selection of candidates for an office whose duties are so important and so productive of good or evil results, as they may be wisely or unwisely performed,

Entertaining the above views, I doubted the expediency of the provision in the City Charter, by which the office was made of compulsory creation. Yet I candidly confess that a more intimate acquaintance with the practical workings of the system of school supervision by the general committee aided by the working of the superintending department of the Board, has not only modified my views, but made me an advocate for the permanent continuance of the existing method, with this proviso, however, that the person holding the office hereafter, shall devote his whole time to its duties, and be put upon adequate pay to enable him so to do. And what should that pay be? Certainly not inferior to that of the best paid masters in our Schools, and they receive each \$1200 per annum-and the work placed upon them and the qualifications required in them, fairly entitle them to this compensation. In fact, it will ba found difficult while Boston is paying double this sum to men of talent, tact and experience, to be sure of retaining such men as ought to have, after they shall have become sufficiently strong in their calling to feel justifiably ambitious of a "wider field of usefulness" with its consequent higher remuneration. But here is the difficulty; can the city afford to increase its school expenditures to the amount of \$800 per annum? That the improvement in the working of our school system would be fully worth that increase, I have no manner of doubt, and I have as little doubt that we ought not to make up an unfavorable reply under the present depression of all the working interests of our city, For just such a time of depression is and always will be, just the time when the constant services of a Superintendent are most needed. Our schools were never more crowded, nor were our Teachers ever more severely tasked. The shutting down of the gates of our Mills and the stoppage of nearly all work, has thrown a large number of young persons and children out of employ, and the most thoughtful and best

disposed among them have preferred to attend the schools to spending their time in idleness about the streets. A most wise conclusion and one that merits all praise and all encouragement. Yet it will greatly increase the expenditures of the School Department, in requiring additional Teachers, and in the increase of cost of supply of books, as by law required, to indigent pupils, almost none of those who make up the increased number of scholars being able to buy for themselves. Now, at such a time, a Superintendent will find his whole service constantly needed. The increase of the rank and file of the army of learning calls for increased attention and labor on the part of the officers of the great host, and of increased vigilance and supervision on the part of the quasi commanding officer. I commend most earnestly to the Committee the careful consideration of the whole subject-suggesting that although the duties now prescribed for the Superintendent, are pretty numerous and onerous, yet were his whole time required of him, there might fairly be an increase added to them, and with special advantage might the matter of truancy be committed to him with power to visit the families to which truants might belong, and to aid parents as well as Teachers in curing so great, so growing and so mischievous an evil.

There are in the City what may be considered as thirty-eight distinct Schools, counting the several subdivisions in the Oliver Grammar School, as so many separate schools which practically they are—and there are forty-three working weeks of school keeping time in each year. Now to visit with sufficient frequency, and to examine thoroughly the several classes of the High School, in all their variety of studies, will require at least six weeks of this time, scattered through the year, say a week and a half in each term, leaving one week for each of the Sother chools, and that is not an over allowance. It will thus be seeu, that the whole time of the six hours of each school day may be profitably spent in school visits and examinations, and as our Superintendent must be in attendance at his office,

at least one hour each day, and must attend at all meetings of the School Committee, it further appears that his whole time will be fully occupied, giving him vacation only in the vacations of the Schools, and sometimes not then, when repairs on the buildings become necessary, and reports are to be written for the Committee and preparations for winter all made in advance of its coming. I have not before spoken of the duty required of him as having in charge all school buildings and other school property and the necessity of frequent inspection to see that every thing is kept in repair and that neither mutilation nor neglect produce injury. The heavy repairs of the present year would have been less onerous, had this point been previously more cared for. In fact a Superintendent, with a disposition to work will find quite enough to keep his time from hanging heavily on his hands, and quite enough to keep both his physical and mental powers in most active operation, and to the amount of service he could render to his Committee, to Teachers, to children, the public, and the cause of public education among us, I should find it quite difficult to place a limit. I earnestly recommend the subject to the serious consideration of the School Committee and of the City Government.

Our system of public instruction is, as a whole, unquestionably amongst the best of Massachusetts. I say as a whole, making this limitation, with special reference to our Primary Schools, the practical operation of which I consider as very defective, very uncomfortable and very unsatisfactory. I have spoken of these imperfections in a former Report, and as my views therein expressed have not only undergone no change, but have fully confirmed by subsequent experience, and as I shall probably have no other opportunity to repeat them, I shall state them again, a few pages beyond, asking my associates on this Committee and our successors in office, whoever they may be, to direct special attention to this department of public education, which, though it usually receives the least attention, has in fact, claims of the highest importance and is the spot

where reforms and improvements would be of the greatest value and of the most permanent utility. But, as I have said, our system, as a whole, is admirable. At the head of it stands our High School, combining in one establishment, a classical department, wherein boys are fitted for College, and the advantages of which may be used by girls whose progress in learning and whose taste may invite them to attempt the acquisition of some knowledge of the Latin and Greek languages—a department of the higher English studies of Algebra, Geometry, History, Composition, Natural, Intellectual and Moral Philosophy, Astronomy, Physiology, (a most important study), Physical Geography and critical examinations of some of the best English writers. To all these is added the French language, to some extent.

Next in order come our Grammar Schools, wherein are taught all the ordinary branches of an English education and wherein boys and girls may receive an amount of instruction which fifty years ago, would have been regarded as an almost impossible blessing in the way of education. From its peculiar location outside of our general population, the South Side Grammar School labors, and, as now arranged, will continue to labor under the difficulties incident to ordinary schools of its own grade, though I am most happy in stating that its improvement within six months past, is most manifest and encouraging, and entitles its teacher to much commendation. He has none of the advantages and facilities of a "graded" School, wherein one Teacher teaches one thing at a time to one class, and that class alone with its teacher in one room, wholly unimpeded by the unavoidable noise and interruptions consequent upon the presence of other scholars pursuing other studies, or reading aloud in the same room. I hope the time is not far distant when the whole of the South Side School House shall be appropriated to the Grammar School alone, with recitation rooms for the classes, and an assistant Teacher or Teachers, as increase of pupils may require to aid the principal Master, the

Mixed School now in the same building being reorganized, by uniting its Primary children with those of the Lowell-Road Primary, making a separate School of the Middle Department and putting the two Schools thus created into a new building in a convenient and central location. By such an arrangement alone can the Master compete with his associate at the Oliver School.

But it is the arrangement of the Oliver Grammar School that gives our system its strong and advantageous characteristics. I call teaching under such arrangements as we enjoy here, the poetry of school-keeping, if such an expression may be allowed of such an employment. Here we have an entire establishment under one directing and controlling head, separated into as many divisions as there are studies pursued, each division in a room by itself under its own Teacher, pursuing its own particular studies, uninterrupted by the presence or the pursuits of any other class, even of the School itself of which they all make up the general aggregate. These several sub-classes are visited from time to time, by the Head-Master whose duty it is to oversee everything and to keep every department under his general charge in efficient working order. In one part of the building where the Sub-Master is stationed, is a suite of four rooms, separated by sliding partitions by means of which the four may be thrown into one, the partitions themselves when closed, constituting the Black-Boards on both sides of which the pupils of the several rooms work out their Arithmetical questions or project their Geographical maps. For the gathering of all the pupils of the School into one room for general exercises of examination and exhibition, there is a large and ample Hall, furnished with convenient seats. In this room the Head Master of the School, with his special assistants, conducts the studies of the highest division, the members of which, at the end of each School year, pass upward by promotion into the High School. I know of nothing in the State in the way of School arrangements, more excellent, more complete, more convenient, more simple, or more conducive to comfort and success in teaching, than the arrangements of this School. He who should notbe able to teach well, easily, parfectly, here, may rest assured that he has not yet encountered the particular employment to which his genius is adapted, and that Providence did not fashion him to be a School Master, and he had better devote his talents to a profession for which he is more obviously intended. The uniform success of the present incumbent, I rejoice to say, indicates manifestly that the right man is in the right place.

Next in order come our Middle Schools-and here we begin to find some of the more common defects incident to Schools in general. These defects are those always existing in schools where a single Teacher has to instruct many classes in many studies, keeping up, at the same time, all that indispensable discipline, without which any school is an incipient Bedlam, the youngsters therein incipient rioters—and all efforts at teaching, all but futile. It appears to me a great pity that at the outset, the Middle Schools were not so arranged as that all the Scholars east of the Oliver House could have been gathered into one building, and those west of it into another, each under a graded system, like the Oliver Grammar School. Our city limits are not so extensive that the distance would be very great, which the children would be required to go, and this objection, if raised, could not have much force against the obvious advantages of such a method. In the Middle Schools, as now arranged, exist all the disadvantages of the South-side Grammar School, the Teachers constantly at work hearing classes recite, placed at the extreme end of the room, while the other classes are attempting to acquire their lessons in the midst of all the vocal noise incident to recitations held under such circumstances. It may yet be possible to cure these defects, measurably, if not wholly, by concentrating the eastern Middle scholars into one building, perhaps the Newbury Street House,—and the western into another, perhaps the Franklin Street House. I throw out these thoughts as suggestions merely, without making any distinct recommendations, believing the subject to be worthy of consideration by the Committees who may hereafter have charge of our School system.

Next come our Primary Schools, and the system in all our cities and large towns is defective, thoroughly so. Yet it is matter of congratulation that the importance of more attention to the cure of its defects is beginning to be realized.

It is bad for teachers and scholars, wearying and exhausting the one by overtaxing both patience and strength, and fatiguing the other and inducing habits of idleness by depriving them almost wholly of employment, excepting when actually engaged in recitation. In a Boston Primary School which I recently visited, I found some 45 or 50 children, one class of ten reciting, one class of twelve studying a lesson, and all the rest engaged in sewing, and every child was profitably employed. No teacher can hear a class of twelve or twenty little children recite, and at the same time keep forty or sixty more in order. Specially impossible is it to do the latter when the little creatures having nothing to occupy their time, are simply required to sit still.

To sit still some hours, one hour of the three of school-time, being a very fair allowance for recitation time!—why, the child that will sit still two hours must be an almost hopeless sample of physical inefficiency, if not of mental feebleness. Childhood is naturally active, both bodily and mentally, and cannot and ought not to be still or to be kept in the bonds of stillness. Were I a child at such a school, nothing should keep me still but employment of mind or body. I would rather be whipped twice a day than keep still—and would take it cheerfully as a compromise for the privilege of fidgeting about. The activity of childhood must be met and turned to advantage, as it easily may. To force it to quietness, when all its natural promptings are for activity, is to fight against nature, and if you conquer her, to pervert all her energies to wrong purposes. Rather let

us follow her, taking advantage of her teachings and her impulses as manifested in the simple actions of childhood and turn them to a good use. Children may often be managed when they cannot be controlled. They sometimes apparently set all control at defiance, and yet may be turned and guided by the merest trifle. Mr. Wilderspin, of the London Infant School, on a certain occasion found it all but impossible to reduce his younglings into the slightest semblance of order. The bell, the whistle, the voice were all powerless in the midst of the infantile uproar, the squalling and the tempest of exploding lungs—"chaos had come again." So seizing his wife's cap, who happened to be near, he hoisted it upon a pole, and singing—

"Hey diddle, diddle, the cat's in the fiddle,"

he adroitly turned the whole current of feeling among the little roisterers, set them all to singing in chorus with him, and gradually worked them down to order, so that all became smiling and good natured, and the regular lessons went on. I believe it better to manage, than to force little children. So too, I believe it not wise to over-crowd their brain. A great deal may be taught by objects of sight, by narrative, by interrrogation, by dictation. Verses and short moral maxims may be recited by the Teacher and gradually learnt by the pupil, the Teacher omitting a word or two, after a few repetitions. For instance. T.—Never leave — till to-morrow. T.—What should be done — to-day, T.—School time is, — golden time, T.—Therefore, — never waste it.

Teacher. 

God is in Heaven — would he know
If I should — tell a lie?
Yes, if you said it — very low,
He'd hear it — in the sky.

Children.

The parts in italics are supplied by the children, the teacher being silent. These lessons may be infinitely varied, and they always fix the attention.

I cannot help adding here other very appropriate suggestions

extracted, as were some foregoing ones, from a late Report of the Assistant Superintendent of Schools, in the City of New York,\* fully agreeing with the suggestions and commending them to be practiced by our Primary Teachers.

"Variety and change are elements in the child-mind, their lessons should, therefore, be brief, and often changed. Their mental aliment needs this spice of variety; to them, novelty is pleasure. The letters should be taught by varied methods—modifications of the same principles. With the single letters, by spelling and defining; by printing the letters on the black board, and making the same use of them, then writing them for for the same purpose—then using the alphabet-card in the same way—also writing the letters classed by their geometrical forms, and spelling with them. Here are five methods combining the same principles—learning the letters by combining them into words.

"A most useful and interesting plan of instruction has latterly grown into disuse and should be revived, that of lessons by pictures; while conveying other knowledge, it might aid in moral instruction. Pictures of animals might introduce the subject of cruelty, and win the youthful heart to pity. The habits, characteristics and economy of animated nature might serve to carry many a pointed moral to the heart. The bee, the ant, the beaver, portray the wholesome habit of industry -the ox patience, the dove gentleness, the lamb innocence, the bear and her cubs maternal affection, and the stork filial affection, the peacock pride, the tortoise indolence, the locust self-government and submission to law and order. The Scriptures eminently commend this use of natural history: 'Ask now the beasts; they shall teach thee, and the fowls of the air '- Go to the ant, thou sluggard, consider her ways and be wise '- Behold the fowls of the air, for they sow not, neither

<sup>\*</sup>Annual Report for the year ending Dec. 31, 1856; by S. W. Seton, Assistant Superintendent.

do they reap, nor gather into barns; yet your Heavenly Father feedeth them: are ye not better than they?' The whole of nature is a volume where a leaf may be daily turned for gathering knowledge and to teach the heart. Natural history is full of interest to the young; a cow, dog, cat and kitten, though familiar objects, would always excite an interest and afford them pleasure and instruction. They might be taught to spell the object spoken of. For instance: Skin; 'what do they do with the hide? What is leather, and how do they tan it?' Hair-'Spell it;' 'What do they do with the hair; what with horse hair?'- 'What is soft hair called?' 'What do they do with fur?' 'Spell hoof;' 'What kind of a hoof has a cow, a sheep, a hog,' (cloven) what a horse? (whole hoofed). 'A dog, a cat,' (digitated)—what is digitated?— (like fingers, separated claws and nails). 'Butter, cheese-how is it made?' Each interrogation would be, as in cultivating the ground-like digging, and putting in the seed-mind would grow, and become productive under such methods of mental culture. Pictorial Scripture illustrations always are attractive to the young. The subjects might be, the touching History of Joseph, illustrating the Providence of God, Elijah fed by Ravens, Daniel in the Lions' Den, David and Goliah, The Prodigal Son, The Good Samaritan, The Magi at Bethlehem, and illustrations of Watts' inimitable 'Cradle Hymn.' Then, what a world to them, not only of interest, but of knowledge, is to be found in a good picture of rural scenes! It would afford lessons of spelling, definitions and common things for months; and then be forever new. Present a farm-yard, with poultry and domestic animals, a horse, colt, hog, pig, cow, calf, hen, chickens, duck, drake, duckling, goose, gosling, gander, tree, bush, shrub, flowers, barn hive, bees-what glistening eyes would at once sparkle an answer as the teacher cheerfully holds up the well-known picture-card, saying: 'Shall we take a trip in the country? Who wants to spell and tell about the farm-yard?' With short lessons—daily

given with never-ceasing variety, knowledge would soon accumulate in the store-house of the young mind, by the due exercise of its several faculties, without loading that of memory at the hazard of physical injury. Spelling lessons by dictation might always be a ready means of changing the exercise, not forgetting to use the powerful principles of association to help the memory by classification. Spell the following actions of the limbs; Slap, to strike with the palm of the hand. Tap, to strike lightly with the finger, on something small, as tap of the drum. Thump, to strike hard or heavily. Kick, to strike with the foot. Tread, to press with the feet. Stamp, to strike hard with the bottom of the foot. Butt, to strike with the head. Rap, to strike with quick blows."

"Name the limbs and joints of the body, while elevating, or touching them; arms, elbows, hands, fists, thumbs, fingers, knuckles, wrists, shoulders, legs, feet—at the same time spelling. Then, while pronouncing each, define—Arms, upper limbs; Legs, Feet, lower limbs. Elbow, joint of the arm; Wrist, joint of the hand; Knuckles, joint of the fingers. being seated, say, Lap, to fold; Lap, l-a-p, lap, across the knees; Lap, to take drink with the tongue. The cat and dog lap, &c. Then let there be a spelling lesson by touching, the pupil spelling whatever the teacher touches, they naming it, which serves for pronouncing the word, a practice apt to be neglected in first lessons of Orthography. Example: Chair, Table, Window, Card, Door, Floor, Boy, Girl, Book, Stove, &c.; and while thus excited give the signal (by slapping the hands) to look! and directing by the proper signals to rise, sit, front and face about, and a short exercise of the limbs."

"Then suddenly pause—and close the exercise with the following moral lesson; Taking one of the little ones, place him before them, and with motions adapted to the expressions, T.—(touching his eyes) says, 'This little boy has two eyes;' the pupils (touching their eyes) say, 'I have two eyes,' T.

'This little boy has a nose '-'I have a nose;' T. 'This little boy has two ears'-'I have two ears;' T. 'This little boy has a mouth '-'I have a mouth;' T. 'This little boy has a tongue' -'I have a tongue;' T. 'This little boy has two hands'-'I have two hands;' T. 'This little boy has two feet' (holding them up)—'I have two feet' (gently stamping); T. 'This little boy sees with his eyes '- 'I see with my eyes;' T. 'This little boy smells with his nose '- 'I smell with my nose;' T. 'This little boy hears with his ears'-'I hear with my ears;' T. 'This little boy tastes with his mouth'-'I taste with my mouth;'-T. 'This little boy talks with his tongue'-'I talk with my tongue.' Then, guided by the Teacher, they say: (as touching the organs mentioned) 'eyes-organ of sight; ears-organ of hearing; nose-organ of smelling; tongueorgan of speech-or organ of tasting; hands-organ of feeling. Then again, touching each part, say: Hearing, seeing, smelling, tasting, feeling, (rubbing the hands together); then holding up the right hand, 'five senses-one, two, three, four, five;' counting the fingers of the left hand, taking them with the right. After a significant pause the teacher slowly and seriously says, 'This little boy has a soul'-'I have a soul,' (pressing the right hand to the heart); T. 'This little boy's soul will never die,'-' My soul will never die; (folding the hands); T. 'His soul will live forever'-'my soul will live forever,' (with the same motion); T. 'May this little boy try to be good every day '- 'May I try to be good every day;' T. 'May this little boy when he dies go to Heaven'-' when I die may I go to Heaven.' (Then sing):—

God made the sun and moon so bright,

The stars up in the sky;—

God made the earth with flowers sweet,

And God made you and I.

Here is a brief range of lessons and with variety;—lessons that would enlighten, instruct and please. Leaving the discre-

tion of the teacher to enliven the course at intervals with songs of 'Naughty Pussy,' 'Poor Dog Tray,' and 'Twinkle, twinkle little star,' using also the Blackboard for them to spell words in script, teaching thus the writing letters.

Again, say, count how many mills in a cent, while I tap on the Blackboard, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10—how many? Write the figure 9, and if they do not know it, say, count (Teacher makes marks with the chalk) one, two, three, four, five, six, seven, eight, nine, &c.

By such methods, progress might not be fast, but would be That which was learned would be well learned, though but incidentally; items of knowledge would be intelligibly stored up, without injury to the physical faculties, at the price of small mental gains, guiding the heart to right and duty, and the intellectual powers to habits of reflection, comparison, attention and observation. A large proportion of time must, however, be given to physical training and exercise: rising, sitting, turning round, extending the arms, behind, before; twirling the hands, stamping the feet, raising the heel, bending the knees, turning the hips, the shoulders in the socket, beating the breast, crossing the hands laterally and perpendicularly, in rapid and extended motions, - with the toe downward, twist the ankles, alternately rise and fall on toes and With motions of the arms bent at the elbows, turn the wrists, bend the knuckles, close and shut the hands rapidly, so that they may make a sound, - shut them and strike the fists, so as to rebound and extend to arm's length, - extend them high and let them fall quickly, then let them be suddenly seated, with their hands in their lap; and suitable and varied motions given while seated, clapping hands and counting as they make the motions."

I again earnestly recommend a change in our system of Primary Schools, and that a change should comprise a system of grading these schools, similar to that now so admirably carried

on in the Oliver Grammar School, where each teacher has a distinct and limited amount of work to do with a single class in two divisions, alternately engaged in study and recitation, or all engaged in some general exercise at the same time.

To make my meaning more clear I will select one set of Primary Schools, favorably situated for the experiment, and the only one so situated. I exceedingly regret that there are none others, though we may hope yet to have them. I take the Oak Street building now having four rooms, three occupied by Primary Schools, and one by a Middle School. The latter I would provide for elsewhere, and would take the whole number of Primary scholars attending the three Schools, now amounting to 254, and I would divide them into four divisions, putting one division into each room, under one teacher.

To each teacher there should be assigned a limited amount of work to be done, and when that was completed, the division should pass into the hands of the next teacher, and so on, till the whole course being completed, the division is ready to move forward to the Middle School and another takes its place. I present here the mere suggestions of a system, leaving the details to be elaborated hereafter, should the Committee authorize the experiment. The more I reflect upon the obvious deficiencies of our Primary system, the better I am satisfied that nothing can cure them but a radical change into this method of grading,—a method now growing into favor in Boston, where the old system has been found full of defects difficult to be cured in any other way. I have been pained to the quick at the condition of our Primary Schools, at the utter want of systematic employment for the unhappy little creatures, caged up to hours of idleness, and at the fruitless effort of the teacher to keep them down to an impossible quietness. One might as well command quiescence in pastured colts, calves and lambs, as in these nervous and fidgety younglings. In fact nature revolts at the idea of physical inertness in their case. God made them to be active, and man's work is not to check that

innate propensity, but to turn it to useful account, and that is to be done by employment, bodily or mental or both. The Teachers of these Schools, do all that can be done with a bad system, but their real capabilities can only be brought out under a good one, and in justice to them, to the children and to the community, a better one should be attempted.

Were some system of grading carried out in all our Schools—the attention of the Teachers being devoted to a limited amount in a limited course of instruction,—we should find our Primary Children better prepared for the Middle Schools, and the Middle Children better prepared for the Grammar Schools, in the last of which, the same system already existing, causes it to be, as it really is, one of the best managed, and most successful Schools of which I have any knowledge, and I say this on careful reflection, and with a minute knowledge of its workings.

We have thus in our City, the means of Education, freely offered to every child, and to all the children of the community, and these means embrace every advantage that can be afforded by a system as complete as a whole, as is afforded in the oldest and wealthiest Cities of New England. Surely we may congratulate ourselves that in so short a period as the first ten years of our corporate existence as a Municipality, a system so successful and giving promise of so rich a harvest of good, has been established on so liberal and so firm a foundation. May those into whose care it shall pass, from time to time, be as faithful to preserve and to improve it, as were their predecessors to create it. The Public will not fail to sustain them in so good a cause, a cause in which, as Mr. Everett well says-"No expenditure, if the money be well laid out, is extravagant, and no taxation is oppressive, and wherein the case with which additional appropriations are obtained, is in direct proportion to the intelligence of a community."

The danger of all the educational labors of our people is, that while we provide abundantly for the thorough training of the mind, we almost wholly neglect the training of the body,and the effect of this pressure upon the intellect without corresponding pressure on the body, is that the latter suffers; and by degrees the feebleness which is generated by this want of proper physical exercise of the body, extends to the mind, for the twain are in incomprehensible mystery of connection, and each is participant of the other's strength or weakness. So then the mind becomes less vigorous by reason of the fading vigor of the body, as the body is always weakened by the fading powers of the mind, and each gradually participating in a common imbecility, all the efforts of educators and all efforts at self-education, are wholly paralyzed. This is especially true of our girls. Our boys indulge more in vigorous and active exercise. Athletic sports are full of interest to them. and wisely do both parents and teachers encourage them to partake thereof, and into them they go with a rush and a relish, and a heartiness of fun most cheering to behold, and most excellent in its influence upon their bodily health. But of how little physical exercise do our girls partake? And how quick are we to check any propensity to activity in play and to any romping gambols or vigorous recreation on their part. The girls of the older times were immeasurably more sportive than would seem to find favor with the staid discreetness and solemn quiet of the premature young ladydom of modern days. Hoops, (not as now used!) balls, battledores, running, dancing in its primitive innocence, rope-skipping and an endless variety of active sports entirely appropriate to their sex, were freely indulged in, sports, not only harmless in their nature, but of positive benefit to health and development of all the bodily powers. But all that sort of rollicking, beneficial though it really was to both the bodies and the minds of its participants, has passed out of fashion, and we have now no romping girls, no capering "tomboys," with straight limbs, active frames, and plump with robust health, no "cherrycheeked Patties," full of energetic life, and proof against rain,

hail, storm and sloppy roads,—but a dwindling race of palefaced, sallow-skinned, wasp-waisted damsels, totally unlike the splendid samples of their sex (if we may judge of them by the statues that have come down to us,) that adorned the cities of Greece, twenty centuries ago; models of the most perfect development of the human form —- a measure around the waist of one of which would encircle a half a dozen of our modern victims of lungs compressed and bones displaced by murderous fashion. As I write, I recall to mind the girls of our Public Schools, especially those farthest advanced in study. I see many pleasant, many lovely countenances, full of the expression of gentleness, and intellect-, but, the checks are narrow, the shoulders are stooping and round, the spine cannot be rigidly erect, the form is not well fitted out, and Nature's own carmine is bleached away as though the skin had been blanched by the chloride of lime,

> "Whose coward lips had from their color fled, And eyes had lost their lustre."

I venture to say that not one girl in ten, now-a-days, enjoys really sound, rugged health; and surely that is a very unwelcome statement about those who are expected hereafter to be helpmates to husbands and mothers of children. So, ought we not to press, with less urgency, the brain of our girls and give, I do not say more, but some little regard to the means of securing a sound body as well as a sound mind. Parents and Teachers both, should inculcate upon children of both sexes, the importance of health-bringing, active exercise. Boys need but little urgency, but girls should be compelled to take it, and that it is possible for them to become of strong vigorous health, with excellent digestion and no nervousness, let them just remember what they may have read of the housekeeping of the days of Queen Elizabeth, when the Maids of Honor took ale and beef for breakfast, beef and ale for dinner and ale and beef for supper, never suffering any ailment for so doing, while between meals they daily followed the hunt and the

hounds on horseback, and at night danced with unwearied foot and solid tread. An English girl accustomed to all weathers and thick shoes, considers a half a dozen miles as a mere trifle of a walk, and she takes it day by day. The majority of American girls with their thin shoes would shrink from such an attempt and regard it as nearly an impossibility. The reason of this difference is, that bodily exercise is the rule for girls in England, and for ours, it is the exception. We push the mental education of our girls much farther, (and I am not indisposed to think, unnecessarily far,) neglecting almost wholly that corresponding and really indispensable education of the body, which finds so desirable favor in England.

I have hinted above that we may err in over-educating our girls at School, leaving too little time for that indispensable necessary, home education, without which girls can never be adequately prepared to fulfil the great duties that will devolve upon them as wives and as mothers. Commencing school-life at five years of age and ending it at eighteen, and that is not giving a too liberal or unusual allowance of time, they are, for the most of that period, wholly occupied in the sedentary labor of intellectual cultivation, and though not entirely withdrawn from the influences of home and the necessities of household life, they are quite apt to get so far removed and so far absorbed in the ideal, to which indeed, their own more delicate organization and quicker sympathies are prone to draw them, that the real of life is either lost sight of temporally, or wholly ignored. Now compelled as the American women are and must be, till that undesirable time comes of unequal and monstrous wealth which shall create a class having no need of coming into rough contact with the stubborn and trying matters of housewifery, compelled as they are to encounter and subdue these realities day by day, there should not be wanting an appropriate preparatory training, and this can only be given by the mother and within the precincts of home. And to accomplish this, the range of studies at School

should be of such a limit, and the studies them selves of such a nature, that they may be completed within reasonable time, having so cultivated the intellect and the heart, that they may safely and prudently be left to the finish of self-culture for the future, and time remain for securing all the substantial acquisitions of household excellence,—for a knowledge of all these practical duties is wholly consistent with that higher refinement and that more elaborate polish that make up a cultivated and really noble woman.

And now it is but fair, after thus theorizing, that I should state what in my opinion, can and should be done in the way of School education for girls. Briefly then, I would include in it, beyond the ordinary routine of the elementary branches, each of which should be thoroughly taught, and thoroughly learnt, the elementary principles of Philosophy, Moral, Intellectual and Natural-Natural History, Physiology, (by all means), Chemistry, Geology, Astronomy and Ancient and Modern History-specially that of the United States ;-and in the Mathematics, Algebra and Plane Geometry-I say the elements of these studies, for we must be content with them, and they are enough for this purpose. To these I would add an acquaintance with some of our best English writers of both prose and poetry. But particularly would I insist upon the art of Composition, that they may be enabled to do, what very many women, and men too, are unable to do, commit to writing their own thoughts readily, correctly, gracefully, yet vigorously. The other graces and accomplishments which add such a charm to the refined woman, must, for the most part, be acquired out of School and under special Teachers, and not all parents can spare either a child's time or their own money to secure these, and of course, it cannot be expected that they should make part of a system of free public education. A girl leaving school at the age of eighteen or twenty years, who, having been faithful to herself and to her opportunities, had acquired a good knowledge of these studies, might well be considered well-educated and well prepared to enter into the world, and well educated for the high and noble purposes of practical life. The above studies being past, Home and the Mother must then complete, so far as completion is attainable, all that remains to be done, and it is much and transcendently important, before the daughter becomes the wife, and leaves the home of her childhood for the new home that she, with one chosen by her, inaugurates and consecrates for their own united life, and to come, as time shall pass away, under the obligation of the same responsibilities to mature the characters of others, by the action of which her own character had received its maturing. Upon the obvious benefits to be derived from a careful study of our own language and upon the means and facilities furnished by the course of study as laid down by the present Committee for that purpose in our High School, I refer to another part of this Report where I have spoken at large thereon.

It can hardly be necessary to dilate upon the manifest necessity of keeping our free schools well up and in best condition, as an act of right that every member of the community should insist upon, as a matter of protection that parents and children have a right to demand of the City, as a most effectual means of guarding the young against the many evils that surround them in childhood and will environ them in all of subsequent life.

There are really four kinds of schools in every community: the Street School, the Common School, the Home School and the Sunday School, and children in every community are frequently pupils in all four at once, though not to an equal amount of time with each child.

Of the Sunday and Common Schools I do not propose to speak here, because they are always before the eyes of the community, and their nature and influence are fully understood and rightly appreciated. But I have a word which I should like to say of the other two. One of these, the Street School, affords the most undesirable and mischievous instruction. So

manifestly bad that one cannot but wonder that continued and effective effort is not steadily put forth by parents and guardians to lessen the attendance thereon, and to inspire children with so wholesome a dread of it that they would only frequent it as necessity requires in passing through it on their way to and from the other schools. "Thousands of parents," says a late newspaper, "favor this school; and some who pass for good people too. It is less troublesome than any other. If you wish your boy to be entered as a street-scholar, all you have to do is to let him alone. Take no care about his company. Never rebuke him for coming late from school or from an errand. Do not trouble yourself about the way he passes his evenings. Never mind what time he comes home at night. Especially do not trouble yourself about sending him to Sunday School.

"But the Street School is very expensive. The price is not paid in advance, or in ready money, but it is sure to be demanded with heavy interest. The payment is, loss of conscience, loss of character, often loss of health, and sometimes the loss of the soul." Truancy from the Street School should be held in high praise and be nurtured with rich and alluring rewards; for its lessons teach the breaking of God's high and holy commands, both of the old and the new dispensations. Profanity and foul talk, licentiousness, profligacy, intemperance, theft, and the whole catalogue of those multitudinous crimes that ruin and kill the soul, make up the programme of its course of education.

The text-books teem with sinful lessons, and all their teaching urge on the pupils in the ways of accomplished wickedness and prepare them by ingrained skill in all the manifestations of depravity, to enter with the renown of high scholarship in sin, into the precincts of the jail, the prison and the gallows. Satan is the head master, and bad men and bad women, and bad youth are the assistant teachers. "Her feet go down to death and her steps take hold on hell." Avoid the Street

School by day as far as may be, and especially avoid it by night. O children, seek the safe refuge and protection of home, when night bringeth on the time of darkness; and O parents, win them to love home by making home lovely in all its surroundings.

Of the Home School the parents and older children are the teachers and assistants, and these, with the instructions they impart, differ very greatly in different homes. Some are but repetitions and aids of the Street School with all its unhappy and disastrous influences, while others seem to be, nay, positively are, blessed mansions of unbroken happiness and peace, just on the outskirts of Heaven, the teachers being "angels and ministering spirits" in mortal guise, and the instruction imparted, all given in the spirit of the "purest love, guiding to that wisdom all whose ways are pleasantness and whose paths are peace,"-"that wisdom which is from above, first pure, then peaceable, gentle and easy to be entreated, full of mercy and of good fruits." Here are found the wise and prudent counsels and the steady control of a Christian father, who adds to the high principle which directs his heart and life, and therefore moulds his teachings, the experience he has gained in his knowledge of the world in all its varying phases. Here are given the milder instructions and gentle example of a Christian mother, diffusing a softened light and exerting a quiet rule over the whole household. What degree of perfectness may not be attained, under the blessing of God, by children having the high advantages of so perfect home-influences and home-teachings!

These thoughts often occur to the reflecting mind and suggest another thought, that but a limited number of homes are true homes, and but a limited number of parents are fitted to fulfil the great obligation of parental duty, and but few deliver their children over to their teacher in a condition at all adequate to give them a fair chance in educating them. The follies, the wickedness, the perversities, the vices, the bad

language, the bad habits of the parents are reflected in the childum, and often magnified, multiplied and confirmed by practice . e cho, miliona mae the chool-100f proper, are proportionably magnified and multipled, and often rendered wholly abortive, and then the teacher is complained of and cried down, because he does not cure some moral disease the child, not only incurable in itself, but which is aggravated day by day, and night by night, by poisonous exhalations from home-fountains, whence, if home were what home should be, healing waters and none others would always emanate. Every teacher will bear me out in saying that from the manifestations and conduct and language of the child itself, he can judge of the home influence to which it has been subjected, and that its ordinary conduct and temper indicate what exists at home in the parents, both in conduct and in temper. If children are not only subject to no restraint in doing wrong beneath the home-roof, but meet in every phase of domestic life, positive encouragement in wickedness,; wickednes becomes their normal condition, and joining in quick alliance with the depravity of associates coming from under equally bad influences, they inflict a burden of labor upon the teacher at school not merely discouraging and exhausting to bear, but positively impracticable, and he can no more eradicate the accretive vice and wicked habits so early and so deeply wrought into the moral texture of the child, that could guilty Lady Macbeth wash out "the damned spot" of blood faom "hands that could never be clean."

And the reverse of this most unalluring and disheartening picture is true of that home whose influences are right and carefully applied, always under a deep sense, as they should be, of the unspeakably great responsibilities devolved by the Creator upon all parents. Children from such homes are models at school of all that goodness that the child-nature can acquire and can manifest. A cultivated conscience so quickened that it instinctively shudders at wrong in every guise, and

with equally quick instinct, sees and pursues and attains the right, keeps them always alive to the reception of light and truth, and the same conscience keeps them true to themselves, true to their teachers and honestly industrious in the acquisition of knowledge. Discipline, in its ordinary school-meaning, can hardly be predicated of such children. They do right because right is right, and shun wrong because wrong is wrong, and they apply this rule of right and wrong, both in their conduct and in their application to the acquisition of their daily lessons. I know of no profession that would be so positively alluring as that of teaching, were all children passed over from the Home School to the School proper, in condition of mind, disposition and conscience so well ordered, as those that I have attempted to describe. But, alas! the evil are mixed with the good in undesirable profusion, - and vice is clad in more seductive garb than virtue; the expectation of the instant rewards of the former, are more controlling than the oft longdeferred rewards of the latter. And so the labor of teachers, who, while aiding and instructing the good, must always struggle against the wrong-headed, the wrong-hearted and the positively bad, becomes the most vexatious and the most exhausting of professions, the most severely taxed and often the most indifferently rewarded. With these views of the office of Teacher, need any apology be made for urging the people of Lawrence to give all needed support to the Public Schools, and all needed sympathy and every encouragement to those, who in full view of all the obligations, the requisitions, the uncertainties, the small recompenses of the business of teaching, enter, with almost a martyr's zeal and courage, upon its difficult duties. We have with us a most praise-worthy corps of Teachers, and during the year now coming to a close, they have redoubled their efforts to succeed in their work, and have attained good success.

Let us all be mindful of their many deserts and afford them both sympathy and encouragement, and that we may effectually

do, by using at home such influences over our children as shall render them at School, respectful, docile, obedient and willing recipients of useful learning.

With a few words and suggestions to the educators and friends of our children, I close this Report:—

You are, most of you, not without a large experience in teaching, and you must long ere this have become in some degree, experts in this difficult business. You must long ere this, have learned a good deal of human nature and of the human nature of boys and girls, and you must have learned that a steady, uniform, equable mild, yet firm administration of School government is the most judicious, the most politic, the most useful, the most winning and the most successful. More regularity, better order, greater and surer progress, a more co-operative unity of thought and feeling and action between teacher and pupil will be thereby secured. They will work harder, and you yourself will last the longer under the heavy burden you have now upon your shoulders. Immeasurably upon you, personally, will depend the success or failure of this enterprise. Good men are about you for counsel and for encouragement; able associates are at your side to hold up your arms, as did Aaron and Hur the arms of Moses on the Mount.

If you succeed (and why should you not?) you will fairly have earned great praise and great renown, and you will have a right to feel a loftier pride and a greater pleasure than ever swelled the breast of any athlete at Olympia, or champion in Roman circus. The good, and true, and diligent and learned have preceded you in these your high posts of honor, and have left to you an example that you must not lightly esteem, nor fail in surpassing. Be you yourselves good, and true, and diligent, to become learned. To whom shall these nurselings of knowledge look for practical goodness, and truth, and diligence, and sound and ready learning, if not to you? You have no moral right to be otherwise than good and true; and to be

faithful to their intellectual wants and just demands, you must be learned, and to be learned you must be diligent. Some dotard schoolmasters that I know of, are unfitted by their own mental sloth for the ordinary work of their daily life. They supply for food to their hungry young, the thinnest of all diluted and wish-washy porridge, a marvelous sea of water with very sparse ribs of mutton,

But be you not like unto them. Cato said that the first duty of a farmer was to plough;—the second, to plough;—the third, to plough; and, copying him I say to you that a teacher's first duty is to study;—his second, to study;—his third, to study,—yea, even if, at times, flesh and spirit seem almost to break down under it. Believe me, nothing else will permit you to keep up with the demand of the times and the demand of pupils. Therefore, study, and if you intend to teach at all, teach with but little thought wasted upon its exhausting weariness and with few longings for a change of pursuit.

All such extraneous longings will but disturb you in your labor, gradually weaken your influence, undermine your reputation and bring you to that undesirable point, when the clamor shall arise, like the roar along the seats of a theatre, —"Throw him over!"—and overthrown from your throne you will surely be. So, then, gird up your loins, put on the whole armor of the master, prime and load, and charge home upon the thick array of the strong legions of ignorance and error!

In your daily intercourse with your pupils be mindful to make great effort to secure their love, "that perfect love which casteth out fear," so that uninterrupted confidence may be the uniform habit of feeling by which your mutual intercourse may be regulated. An intimate sociality between you will in no degree compromise your dignity, nor lessen the respect in which your pupils shall regard you. My friends, there is no use nor profit, nor comfort, in living among pupils, with a ram-rod back instead of a pliant vertebral column. Among the many blessings for which, during my schoolmaster days, I thanked

a good Providence, not the least was that I was more than half blind of my left eye—and many a time, I have judged it best, for my own comfort, and for that of the children, to keep the other one half closed, more than half the time;—

"Be to their faults a little blind, And to their virtues, very kind."

There is one subject which I desire to bring quite prominently to your attention and to ask you to use your efforts in its behalf, and that is the cultivation of good manners and a general polite demeanor on the part of our children. remote antiquity of my boyhood, some half century ago, when children entered or left the precincts of the school room, they "made their manners," as it was called, to the teachers; the girls gave a graceful courtesy, and the boys made a bow. And many a time, in my earlier journeyings in the country, if I happened to pass a school house, have I seen the children range themselves along the road, the girls on one side and the boys on the other, and both parties give a polite salutation, by courtesy and bow, to the traveller as he passed through the That they should do so, was a part of the regular instruction of their school room, and nothing could be more pleasant and agreeable than to witness this spontaneous tribute of respect to the stranger passing by. I believe, with Grenville, that "as charity covers a multitude of sins before God, so does politeness before men," and I further believe with Shaftesbury, that to "restrain politeness is inevitably to bring a rust upon men's understandings." If this be true, there is certainly very great danger that the men, and even some of the women, of the coming time will have most lamentably rusty understandings, for the quality of politeness is sadly neglected at the present day. Specially is it neglected where neglect ought least to be, and that is in some homes and in many schools. I have met in my year's experience, with but one school in the City, wherein the children had been taught to make a bow,

and it so surpried and cheered and delighted me, as a memory of days long passed away, that I could not help noticing it and commending both Teacher and children. I cannot stop (and can it be necessary?) to discourse the praises of this most excellent virtue, by means of which "we polish off all sharp corners and all rough edges by a sort of amicable collision," which makes us kinder, gentler, wiser, more charitable, and more christian, for true politeness hath in it a genuine Christanity, and grows out of a genuine and considerate love for our Therefore let me beg you who are in daily contact with our children, not to ignore the good and frequent opportunities you have of cultivating in them a gentle spirit of politeness—and an honest and natural practice thereof, so that to you yourselves, to parents, to brothers and sisters, to the community in which they live, and to strangers, it shall manifest itself to every look and word and act.

I have always thought that there was something right good and wholesome coming from associating with the young. has a refreshing and rejuvenating effect upon one as he grows old, keeps his ideas from getting rusty and old fogvish, -and as the mind and the body mutually act upon each other, it actually prolongs life, even as the milk of the Roman daughter sustained the life of her imprisoned father. Yet in all this gentleness of demeanor and mild firmness of government. remembering that as human nature is not yet perfect, and is very prone sometimes to be obstinate in error and persistent in wrong doing, you will not omit to let the governed know that you, as the governors, have a power in reserve adequate to sustain your government, and which you have a right to evoke and to apply, whenever in your judgment, the necessity arises,—and that in the administration of the necessary force, you can rely upon your Committee, the community and the laws of the land. May a good Providence crown all your great labors with the richest rewards of abundant success.

Gentlemen of the Committee :-

I should do violence to my own feelings, if I omitted to express, ere closing, my very great gratitude to you for the confidence you have placed in me, and for the unanimity of support you have given me in the discharge of the duties of my office. Accept my earnest and sincere thanks.

Our association has been one of entire harmony of opinion, and of action, and I think we may reasonably hope that our labors have been productive of good. That we have retained the confidence of our fellow-citizens, their recent act of reelection seems to indicate.

With great respect, I remain very truly,
Your friend and associate,
HENRY K. OLIVER.

THIRD YEAR, SECOND YEAR. FIRST YEAR.													
Reviews.	Reviews.	Trigonometry, pp. Zoology, 12 Chap- 297320: 347370 ters.	Trigonometry, pp. 255-296.	Geometry, comp'd and reviewed.	Geometry, 3 Bks.	Geometry, 2 Bks.	Geometry, 2 Bks.	Algebra, completed and reviewed.	Algebra, to § 45.	Algebra, to § 27.	[Book Keeping.] Algebra, to § 11.	atic	
[Physical Geog.] Reviews.	Zoology, complet'd Geol., or Astron.	Zoology, 12 Chap- ters.	Chemistry, completed.	art 1.	Nat. Phil., completed and reviewed.	Nat. Philosophy, 4 Chapters.	Nat. Philosophy, 5 Chapters.	Р			F.5.	Nat'l Sciences.	HIGH SCHOOL
Reviews.	French or German	French or German	French or German	Fr. Course, rev'd. Picciola. Fr. Comp.	Fr. Course, comp'd. Napol'n completed.	Fr. Course, 20 less. Napoleon to p. 167.	Fr. Course, 20 less. Napoleon, 10 p. 67.	Fr. Course, 15 less. Reader completed.	Fr. Course, 15 less. First Latin Book, Reader to § 48 p.96 30 Lessons.	Fr. Course, 15 less. First Latin Book, Render to § 20 p.43 30 Lessons.	Fr. Course, 12 less. with Verbs.	Sciences. Modern Lang's.	COURSE OF ST
Virg. Æneid, 3 Bks. Lat Gr. and Comp.	Virg. Encid, 2 Bks. Lat. Gr. and Comp.	Virg.Æneid,2 Bks. Lat. Gr. and Comp.	Virg. Æneid, 1 Bk. Lat. Gr: Prosody.	2d Lat.Bk., comp'd. Lat. Gr.: Syntax.	2d Lat.Bk. to § 5,p. 95. L. Gr. Syntax.	2d Lat. Bk, to Pt. 2. Latin Gr; Syntax.	2d.Lat.Bk.,to § 6 p. 23. Etymology.	First Latin Book, comp'd and rev'd.	First Latin Book, 30 Lessons.	First Latin Book, 30 Lessons.	First Latin Book, 25 Lessons.	Latin.	UDY.—ENGLISH
Virg. Mneid, 3 Bks. Hd-Bk. of Eng. Lan. com-Constitution of U Lat Gr. and Comp. p'd: Milton or Shakspeare States. Reviews	Virg. Encid, 2 Bks. Hd-Bk. of Eng. Lang. Pt Lat. Gr. and Comp. 4: Milton, or Shakspeare	French or German Lat. Gr. and Comp. 3: Milton, or Shakspeare	French or German Virg. Æneid, I Bk. Hd-Bk. of Eng. Lang. Pts Lat. Gr. Prosody, I & 2: Milton or Shaksp.	Fr. Course, rev'd. 2d Lat.Bk., comp'd. Comp. Book, Les, 61-66. Picciola, Fr. Comp. Lat. Gr.: Syntax. 105-108: Long., or Bry	Nat. Phil., comple- Fr. Course, comp'd. 2d Lat.Bk. to § 5,p. Comp. Book, Les. 50-60 ted and reviewed. Napol'n completed. 95. L. Gr. Syntax. Longfellow, or Bryant.	Fr. Course, 20 less. 2d Latt. Bk, to Pt. 2. Comp. Book, Les. 40-49 Napoleon to p. 167. Latin Gr; Syntax, Longfellow, or Bryant.	Fr. Course, 20 less. 2d.Lat.Bk., to § 6 p. Comp. Book, Les. 33–39.  Napoleon, to p. 67. 23. Etymology. Goldsmith's Poetry.	Fr. Course, 15 less. First Latin Book, Composition Book, Les. Reader completed comp'd and rev'd 5-10: Goldsmith's Poetry.	Composition Book, Les. 24-32: Scott's Poetry	Composition Book, Les. 15-23: Scott's Paetry.	Fr. Course, 12 less. First Latin Book, Comp. Bk., Les. 1-4, and with Verbs. 25 Lessons. 11-14, with Parsing.	Eng. Lang. and Lit.	HIGH SCHOOL COURSE OF STUDY.—ENGLISH DEPARTMENT.
States. Reviews.	History.	t History.	s History.	History.	History.	History.	History.	Reviews of Pre- paratory Course.		paratory Co	Reviews of paratory Cou	Miscellaneous.	

## HIGH SCHOOL COURSE OF STUDY .- CLASSICAL DEPARTMENT.

TH	IIRD —_^	YEJ	?R.		CON		LAR.		IRST	YE.	AR. ———	`
				Geometry, comp'd and reviewed.	Geometry 3 Books.	Geometry 2 Books.	Geometry 2 Books.	Algebra, completed and reviewed.	Algebra to § 43.	Algebra to § 27.	[Book Keeping.] Algebra to § 11.	Mathematics.
[Physical Geog.] Reviews.	Zoology complet'd Geol., or Astron'y.	Zoology, 12 Chap- ters.	Chemistry, comp'd and reviewed.	Chemistry, Part 1.	Nat. Philosophy, comp'd and rev'd.	Nat. Philosophy, 4 Chapters.	Nat. Philosophy, 5 Chapters.	Nat. Philosophy, 4 Chapters,				Nat'l Sciences.
Virg.Æneid, 3 Bks- Lat. Gr. and Comp.	Virg.Æneid, 2 Bks- Lat. Gr. and Comp-	Virg. Eneid, 2 Bks. Lat. Gr. and Comp.	Virg. Æneid, 1Bk. Lat. Gr. and Comp.	Chemistry, Part 1. 2d Lat. Bk., comp'd. Lat. Gr.: Syntax.	Nat. Philosophy, 2d Lat. Bk. to § 5, comp'd and rev'd. p. 95, Lat. Gr.: Syn.	2d Lat. Bk. to Pt. 2 Lat. Gr.: Syntax.	p. 23. Etymology.	First Latin Book.	First Latın Book. 30 Lessons.	First Latin Book. 30 Lessons.	First Latin Book. 25 Lessons.	Latin.
2d Gk.Bk.: Syntax. Anabasis, 1 Bk.	First Greek Book, comp'd and rev'd.	First Greek Book, 27 Lessons.	First Greek Book, 26 Lessons.	First Greek Book, 19 Lessons.	First Greek Book, 16 Lessons.							Greek.
Virg. Eneid, 3 Bks. 2d Gk. Bk.: Syntax, Hd-Bk. of Eng. Lan. com. Constitution of U. Lat. Gr. and Comp. Anabasis, 1 Bk. pl'd. Milton or Shakspeare States. Reviews.	Zoology complet'd Virg. Eneid, 2 Bks: First Greek Book, Hd-Bk. of Eng. Lang. Pt Geol., or Astion'y. Lat. Gr. and Comp. comp'd and rev'd. 4. Milton or Shakspeare	Zoology, 12 Chap-Virg. Æneid, 2 Bks. First Greek Book, Hd-Bk. of Eng. Lang. Pt ters.  Lat. Gr. and Comp. 27 Lessons. 3. Milton or Shakspeare	Chemistry, comp'd Virg. Æneid, IBk. First Greek Book, Hd-Bk. of Eng. Lang. Pts and reviewed. Lat. Gr. and Comp. 26 Lessons. 1 & 2. Milton or Shaksp.	2d Lat. Bk., comp'd. First Greek Book, Ccmp. Bk., Less, 61-66, & Lat. Gr.: Syntax. 19 Lessons. 105-108. Long. or Bryant	Nat. Philosophy, 2d Lat. Bk. to § 5 First Greek Book, Comp. Bk., Less. 50—60. comp'd and rev'd. p. 95, Lat. Gr.: Syn. 16 Lessons. Longfellow or Bryant.	Comp. Bk., Less. 40-49. Longfellow or Bryant.	Comp. Bk., Less. 33-39. Goldsmith's Poetry.	Comp. Bk., Less. 5-10. Goldsmith's Poetry.	Comp. Bk., Less. 24—32. Scott's Poetry.	Comp. Bk., Less. 15-23. Scott's Poetry.	Comp. Bk., Less. 1-4, and 11-14, with Parsing.	Eng. Lang. and Lit. Miscellaneous
Constitution of U. States. Reviews.	History.	History.	History.	History.	History.	History.	History.	Reviews of Pre- paratory Course.	Miscellaneous.			

## HIGH SCHOOL COURSE OF STUDY.—CLASSICAL DEPARTMENT,

	F	OURTH YEA	R.
	etry.	Review of Algebra.	Mathematics.
34			Mathematics. Natur'l Science.
	Reviews. Reviews.	Lat. Gr. and Comp. Cleero, 3 Orations Anabasis, 2 Books. Cleero, 3 Orations Anabasis, 2 Books. Lat. Gr. and Comp. Cleero, 3 Orations Gk. Gr. and Comp. Cleero, 3 Orations Anabasis, 2 Books. Lat. Gr. and Comp. Gk. Gr. and Comp.	Latin.
	2d. Gk.Bk.: Poetry. Reviews.	Anabasis, 2 Books, Gk. Gr. and Comp. Anabasis, 2 Books Gk. Gr. and Comp Anabasis, 2 Books Gk. Gr. and Comp.	Greek.
	Reviews.	Cleero, 3 Orations Anabasis, 2 Books Cleero, 3 Orations Gk. Gr. and Comp. Lat. Gr. and Comp. Lat. Gr. and Comp. Lat. Gr. and Comp. Cleero, 3 Orations Gk. Gr. and Comp. Lat. Gr. and Comp. Cleero, 3 Orations Gk. Gr. and Comp. Cleero, 3 Orations Anabasis, 2 Books Lat. Gr. and Comp. Cleero, 3 Orations Gk. Gr. and Comp. Cleero, 3 Orations Anabasis, 2 Books Lat. Gr. and Comp. Cleero, 3 Orations Gk. Gr. and Comp. Cleero, 3 Orations Anabasis, 2 Books Cleero, 3 Orations Gk. Gr. and Comp. Clease Gr. and Comp. Cleasical Geogra- English Authors. Cleasical Geogra- English Authors. Classical Geogra- English Au	Greek. Eng. Lang. and Lit. Miscellaneous
	Reviews.	Classical Geography & Antiquities Classical Geography & Antiquities phy & Antiquities Classical Geography & Antiquities	Miscellaneous.

## NOTES TO THE COURSE OF STUDY.

English Scholars must take either Latin or the Modern Languages; they may take both, by permission from the Master. The course in the Modern Languages for the Third Year, will be arranged, each year, by the Master and the Superintendent. There will be exercises in Declamation for the boys, and in Original Composition for the whole School, in connection with

the Third Year, and the Course in the Natural Sciences. the Course in the English Language and Literature. Classical Scholars may take the Course in the Modern Languages, by permission from the Master; also, the Mathematics of

English Scholars who wish to remain in School a fourth year, may take the whole, or a part, of the Studies of the last year

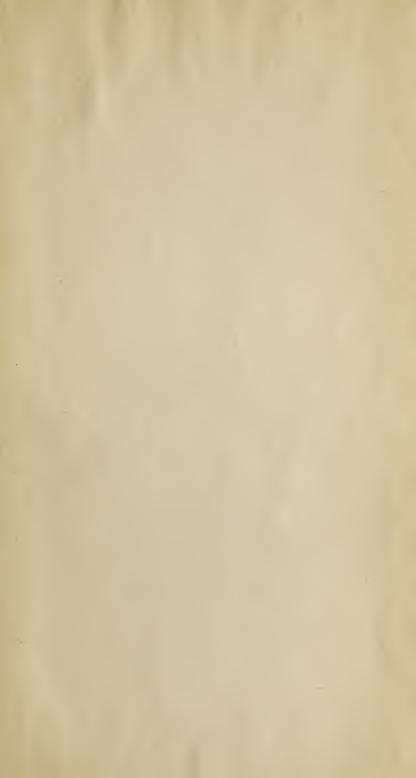
TEXT BOOKS IN HIGH SCHOOL COURSE.—Mathematics.—Mayhew's Book Keeping, Sherwin's Algebra, Davies' Legendre Natural Sciences.—Wells's Natural Philosophy, Youman's Chemistry, Agassiz and Gould's Zoology, Loomis's Geology, Smith's Astronomy, Guyot's Earth and Man. Modern Languages.—Fasquelle's French Series, Picciola, Collot's Dramatic Johnson's Civero, Andrews and Stoddard's Latin Grammar, McClintock's First and Second Greek Books, Boise's Anabasis, French Reader, Woodbury's German Series. Latin and Greek .- McClintock's First and Second Latin Books, Moore's Virgil, in the Classical Department, by permission from the Master.

and other standard Authors. History. -Wilson's Outlines of History.

Latham's Hand-book of English Language, Scott's Poems, Goldsmith's do., Bryant's do., Longfellow's do., Milton, Shakspeare, Crosby's Greek Grammar. Baird's Classical Manual. English Language and Literature.—Quackenbos's Composition Books, The following Table gives the names, location, and salaries of the several Teachers and date of entrance into the service of the City:-

Oliver High School.	W. J. Rolfe.	May, 1857.	\$1200.
	Jane S. Gerrish.	Jan. 1852.	375.
66 66	Harriet C. Hovey.	June, 1856.	325.
" Gram. "	George A. Walton.	April, 1848.	1200.
46 66 66	James H. Eaten.	April, 1856.	650.
South " "	W. Fisk Gile.	Mar. 1856.	750.
1300111			700.
Oliver " "	Sarah J. Baker.	Oct. 1852.	
" " "	C. M. Gardner.	Aug. 1854.	
	E. G. Macy.	Nov. 1852.	
	Mary Young.	Feb 1854.	
	M. B. F. Brown.	Dec. 1848.	
	Abbie Hale.	May, 1851.	
66 66	Rachel A. Gerrish.	Jan. 1852.	
66 66 64	M. M. Persons.	April, 1854.	
66 66	Mary A. Tenney.	Sept. 1855.	
66 66	A. C. Eastman.	April, 1856.	
66 66	S. O. Bricket.		
66 66 66		April, 1848.	
" " "	A. T. Knox.	Nov. 1857.	
	Anna W. Wilson.	Sept. 1857.	
66 66 66	I. H. Wilson.	Dec. 1857.	
	S. W. Cole.	Dec. 1857.	
Prospect Street Middle.	A. B. Poor.	June, 1855.	
Elin " "	S. C. Morrison.	Sept. 1857.	
Newbury " "	M. J. Hanscomb.	May, 1852.	
Oak " "	S. W. Baker.	Oct. 1856.	
Amesbury " "	A. A. Parsons.	Sept. 1853.	
Pine " "	C. A. Chickering.	April, 1857.	
1 1116	M. F. Putnam.		
C1098		Feb. 1854.	
Lidikilli	E. J. Twombly.	April, 1848.	
South Side "	Sarah R. Gale.	April, 1856.	
Tower Hill Mixed "	E. W. Richardson.	April, 1850.	
Prospect Street Primary	H. E. Gault.	June, 1856.	
Elm " "	M. A. Chapman.	Dec. 1854.	
Elm " "	Rebecca F. Doane.	Dec. 1854.	
Newbury " "_	H. L. Cole.	April, 1855.	
	A. W. Morrison.	Sept. 1855.	
Union " "	L. J. Swan.	Oct. 1857.	
Oak Street No. 1. "	Emily G. Wetherbee.	Feb. 1857.	
" " 2"	L. F. Jenness.	Sept. 1855.	1
/w*	A. M. Porter.		
		Mar. 1854.	
Amesbury Street "	M. J. Wells	June, 1852.	
	H. Ambrose.	April, 1857.	
Pine " "	K. L. Marshall.	April, 1856.	
"	J. H. Pratt.	Dec. 1855.	
Cross " "	L. J. Faulkner.	Dec. 1855.	
Franklin " "	L. L. Gordon.	Dec. 1854.	
South Side "	S. A. Richardson,	Sept. 1857.	
" 'No. 2. "	C. C. Fairfield.	Feb. 1857	
1117. 200	0.0.1	100.	
Teacher of Music.	A. H. Palmer.		150
	A. II. I aimet.	/ 	130

The salaries of Female Teachers other than those in the Oliver High School are to be at the rate of \$250 per annum for the first year; \$275 for the second year; \$300 for the third year and each subsequent year,













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